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ABSTRACT

The 13th annual report describes United States progress in providing a free appropriate public education for all children with disabilities. Chapter 1 provides national statistics on numbers of children receiving special education and related services, numbers of children with disabilities receiving special education in various settings, the exiting status of special education students, and the numbers of school personnel available and needed. Chapter 2 focuses on early childhood activities, discussing the implementation of Part H of the Individuals with Disabilities Education Act to improve early intervention services, Section 619, which contains incentives for States to serve more children with disabilities between the ages of 3 and 5, and some discretionary grant activities. Chapter 3 describes the findings of a national study of separate day and residential facilities that serve children and youth with disabilities. Chapter 4 describes the provision of financial assistance to State and local educational agencies through formula and discretionary grant programs, as well as federal efforts to review and monitor the development and implementation of State policies and procedures for educating children with disabilities. The text of the report includes an executive summary, 43 tables, and nine figures. An appendix offers an additional 43 tables displaying data for individual states on child counts, educational environments, personnel, students exiting, anticipated services, population and enrollment, finances, and expenditures. Other appendices contain a summary report of special education programs and related services in need of improvement, a summary of evaluations of the Individuals with Disabilities Education Act, and summaries and abstracts of projects funded under the State Agency/Federal Evaluation Studies Program. (JDD)

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TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL CHILDREN WITH DISABILITIES

Individuals with Disabilities Education Act, Section 618

Thirteenth Annual Report to Congress on the Implementation of The Individuals with Disabilities Education Act

EC 300400

U.S. Department of Education

1991

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TO ASSURE THE FREE APPROPRIATE PUBLIC EDUCATION OF ALL CHILDREN WITH DISABILITES

Individuals with Disabilities Education Act, Section 618

Thirteenth Annual Report to Congress on the Implementation of The Individuals with Disabilities Education Act

Prepared by the
Division of Innovation and Development

Office of Special Education Programs
U.S. Office of Special Education and
Rehabilitative Services

1991

U.S. Department of Education
Lamar Alexander, Secretary

PREFACE

Section 618(f)(1) of Part B of the Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act (EHA-B) (20 U.S.C. 1401, 1411 *et seq.*) requires the Secretary to transmit to Congress an annual report that describes the progress being made in implementing the act. This is the thirteenth annual report that has been prepared to provide Congress with a continuing description of our nation's progress in providing a free appropriate public education for all children with disabilities.

The report provides information on the four purposes of the act. These purposes are, in summary:

1) To assure the availability of early intervention services to all infants and toddlers with disabilities, and a free appropriate public education to all children and youth with disabilities;

2) To assure that the rights of children and youth with disabilities from birth through 21 and their families are protected.

3) To assist States and localities to provide for early intervention services and the education of all children with disabilities; and

4) To assess and assure the effectiveness of efforts to provide early intervention services and educate children with disabilities.

Chapter 1 provides national statistics on numbers of children receiving special education and related services, numbers of children with disabilities receiving special education in various settings, the exiting status of special education students, and the numbers of school personnel available and needed to provide such services. These numbers are reported annually to the Office of Special Education Programs (OSEP) by the States. The child count information is for school year 1989-90, whereas the information on setting, exiting status, and personnel is for school year 1988-89.

Early childhood activities are the focus of Chapter 2. This chapter discusses the implementation of Part H of IDEA which is designed to improve early intervention services for infants and toddlers with disabilities, and their families. A second focus of the chapter is Section 619 which contains incentives for States to serve more children with disabilities between the ages of 3 and 5. Finally, some discretionary grant activities related to children under age 5 are described.

Chapter 3 describes the findings of a national study, sponsored by the Office of Special Education Programs (OSEP), of separate day and residential facilities that serve children and youth with disabilities. It provides much new information on these facilities, the students they serve, the environment in which they operate, and the changes they have undergone in recent years. Data from the OSEP-sponsored study provide the first national picture of the current status of separate facilities serving children with disabilities.

The last chapter, Chapter 4, describes the provision of financial assistance to State and local educational agencies through formula and discretionary grant programs to support the delivery of services to children with disabilities, as well as Federal efforts to review and monitor the development and implementation of State policies and procedures for educating children with disabilities.

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EXECUTIVE SUMMARY

The *Thirteenth Annual Report to Congress* examines the progress being made to implement the requirements mandated by the Individuals with Disabilities Education Act (IDEA). The purposes of the Act are, in summary:

1) To assure the availability of early intervention services to all infants and toddlers with disabilities, and a free appropriate public education to all children and youth with disabilities;

2) To assure that the rights of children and youth with disabilities from birth through 21 and their families are protected.

3) To assist States and localities to provide for early intervention services and the education of all children with disabilities; and

4) To assess and assure the effectiveness of efforts to provide early intervention services and educate children with disabilities.

This report provides a detailed description of the activities undertaken to implement the Act and an assessment of the impact and effectiveness of its requirements. The following brief summaries provide highlights of the information presented in the body of the report.

STUDENTS WITH DISABILITIES SERVED, PLACEMENT AND EXITING PATTERNS, AND SPECIAL EDUCATION PERSONNEL

Chapter 1 provides national statistics compiled from State-reported data submitted annually to the Office of Special Education Programs. Highlights of these data include the following.

- During the 1989-90 school year, 4,687,620 children from birth through age 21 were served under Part B of IDEA (formerly EHA-B) and Chapter 1 of the Elementary and Secondary Education Act, State Operated Programs (ESEA [SOP]), which represents an increase of 2.2 percent over the number served during the 1988-89 school year. Since the inception of EHA-B in 1976, the number and percentage (as a function of resident population) of students with disabilities has steadily increased.

- Most children served under both programs (86 percent) were age 6-17. The number of children 3-5 years old served under IDEA, Part B has continued to grow dramatically since the 1986 Amendments to this program, which increased funding for preschoolers. Under IDEA, Part B, the average annual growth rate for 3-5 year olds, since 1986-87, has been 8.2 percent, compared to 1 percent for 6-17 year olds and 1.8 percent for 18-21 year olds.

- Four disability conditions constituted most (94 percent) of the children served under IDEA, Part B and Chapter 1 of ESEA (SOP) programs: specific learning disabilities (49 percent), speech or language impairments (23 percent), mental retardation (13 percent), and serious emotional disturbance (9 percent). Since 1976-77, the proportion of students with specific learning disabilities has increased, while the proportions of students with speech or language impairments and mental retardation have substantially decreased. The proportion of students with serious emotional disturbance has increased 1 percent during the same period.

- During the 1988-89 school year, 93 percent of children age 3-21 were served under IDEA, Part B and Chapter 1 of ESEA (SOP) programs in regular school buildings (regular classes, resource rooms, and separate classes). Approximately 31 percent were served in regular classes, 37 percent in resource rooms, and 24 percent in separate classes. Approximately 7 percent of students with disabilities received their education in separate schools, residential facilities, and home/hospital environments. Educational placement patterns vary substantially across age groups and specific disabilities.

- During the 1988-89 school year, the majority of students with disabilities exiting school graduated with a diploma (44 percent) or a certificate (10 percent). Twenty-seven percent of students exiting school dropped out and the status for 17 percent of exiters was unknown. Approximately 2 percent of exiters reached the maximum age allowed by States for special education services. School exiting patterns vary substantially across specific disabilities.

- The number of special education teachers employed to teach students with disabilities increased by 3,469 (1.2 percent) between 1987-88 and 1988-89. Personnel other than teachers employed increased by 14,926 (6.2 percent) during the same time period.

- States and Outlying Areas reported needing an additional 27,977 teachers to fill vacancies and replace uncertified staff for students age 6-21 during the 1988-89 school year.

MEETING THE NEEDS OF INFANTS, TODDLERS, AND PRESCHOOL CHILDREN WITH DISABILITIES

Chapter 2 focuses on the provision of services to children age 5 or younger with special needs. States are currently undertaking a variety of activities related to building and expanding services for these children and their families.

- States reported serving nearly 250,000 infants and toddlers in early intervention programs in December 1990. States continued to make progress in developing policies for each of the 14 components required under Part H. The most progress was made in defining "developmentally delayed," developing procedures for contracting for services, and creating a central directory of services. Components of an early intervention system for which progress was slower were the development of interagency agreements and procedures for timely reimbursement.

- Progress in the implementation of the Preschool Grants Program was seen in both an increase in the number of children served and an increase in the number of States which had passed mandates to serve 3 through 5 year olds. A total of 388,625 children between the ages of 3 and 5 were receiving special education and related services in December 1989. This represented an increase of nearly 30,000 over the previous year. The number of States requiring a free appropriate public education for 3 through 5 year olds with disabilities grew from 31 to 34 between 1989 and 1990. An additional 13 States had enacted a mandate which will go into effect for the 1991-92 school year.

- Demonstration, research, and personnel training projects continued to be key strategies for improving the overall capacity of States to provide high quality services. Eleven new demonstration projects and 15 new outreach projects were funded under the Early Education Program for Children with Disabilities.

SEPARATE DAY AND RESIDENTIAL FACILITIES SERVING CHILDREN AND YOUTH WITH DISABILITIES

Chapter 3 describes the findings of a national study of separate day and residential facilities that serve children and youth with disabilities.

- Survey data from the study estimate that 3,889 separate facilities were in operation during the 1987-88 school year, serving 384,051 students with disabilities from birth to age 21. Most students in separate facilities were reported to attend public day schools operated by local educational agencies.

- The number of separate facilities was estimated to be almost equally divided between those that are publicly and privately operated, but the student population differed by type of facility. Students with mental retardation tend to be served in public facilities, while students with emotional disturbance comprise the majority of students served in facilities operated by private agencies. Similarly, a large proportion of the day school population consists of students with mental retardation, while more than half the students in residential facilities have emotional disturbance.

- Except for their primary disabilities, the study found that few differences exist in the characteristics of students served across the four types of separate facilities examined (public day schools, private day schools, public residential facilities, and private residential facilities). For example, the disability severity level of students served in day and residential facilities is generally very similar.

- Survey data reveal that there is a considerable degree of movement of students into and out of separate facilities. In general, the rate of student movement, (measured by facility admissions and discharges), the prior placements of students, and their placements upon exiting the facility, reflect the nature of the population served in each type of facility.

- Across all types of facilities, rates of admission and discharge were found to be generally parallel, such that discharge rates tended to be higher where admissions were higher, and highest for schools serving students with emotional disturbance. Student movement into and out of residential facilities occurred at higher rates than for day schools.

- In most cases, the placement of students prior to their admission to a separate facility was in a regular school environment, either in a special class or in a regular class (with or without resource room instruction). Similarly, most of the students below age 17 who were discharged from separate day schools returned to regular school environments.

- Educational costs per student per day were found to be higher on average in residential facilities than in day facilities, with little variation across operating agencies. Educational services provided by private nonprofit corporations tend to be the most expensive, although the cost of residential services in such agencies are the least expensive.

- Study findings indicate that many programmatic aspects had changed in separate facilities since enactment of EHA, now IDEA in 1976. An increase in the quality and composition of staff employed by separate facilities was among the most notable changes.

- To a large extent, staffing and other changes reported by the study have occurred in response to changes in the student population served at separate facilities. These facilities are serving students with more severe disabilities as well as increased proportions of students outside the traditional school-age range (i.e., birth-5 and 18-21).

- The study reported that State educational agency procedures have played an important role in influencing program change at separate facilities, as well as affecting the patterns of use of separate facilities within States.

- The State compliance monitoring system was reported to be an important mechanism to assist States in identifying technical assistance needs, while the provision of technical assistance, in-service training, and to some extent, program development, were seen as effective activities for influencing program improvements.

- The availability of Federal funds was also reported to be important in helping States develop their capabilities for technical assistance, training, program development, and dissemination.

- The study noted that various contextual factors influence the ability of the SEA to affect programs in separate facilities. Most notably, jurisdictional barriers that exist among State agencies operating separate facilities can hamper SEA efforts to bring about change. This is particularly noteworthy considering that most residential facilities are not operated by public education agencies.

ASSISTING STATES AND LOCALITIES IN EDUCATING ALL CHILDREN WITH DISABILITIES

Chapter 4 describes the efforts of the Federal government to assist States and localities in implementing special education and related services to students with disabilities, with particular attention to the role of the Department's Office of Special Education Programs (OSEP) during FY 1990.

- OSEP supports State educational agencies and local school districts in implementing the nation's special education mandates through a system of financial support, monitoring oversight, policy support, and technical assistance. Key components of this system are the Federal program review process and the formula and discretionary grant programs.

- In monitoring the implementation of IDEA, Part B by State educational agencies, OSEP carries out a number of interrelated activities, including: State Plan review and approval; review of State documents; on-site compliance monitoring; verification and support of Corrective Action Plans (CAPs); complaint investigation; on-going communication with constituents; and compliance monitoring of specific issues. The Department is continuously involved in evaluating and refining this overall system of program and policy review, and during the 1988-89 and 1989-90 school years, implemented a number of initiatives designed to strengthen the monitoring process.

- OSEP reviews plans submitted by States on a staggered three-year schedule, to assure that SEA policies and procedures are consistent with the requirements of IDEA, Part B. In the spring of 1990, 21 States submitted plans for the three-year period covering FYs 1991-1993; 17 plans received conditional approval. Across the 21 States, a number of varied concerns were raised during the State Plan review process. The most frequent issues identified were related to procedural safeguards, establishment of personnel standards, and individual education programs (IEPs).

- On-site compliance monitoring reviews are conducted for each State, by OSEP, as part of the Federal program review process. A major purpose of these visits is to determine the extent to which SEA policies and procedures previously approved in the State Plan are being implemented. During the 1989-90 school year, nine compliance reviews were completed, and during FY 1990, 12 final monitoring reports were issued by OSEP, primarily for visits conducted in previous years. Across the 12 reports issued during FY 1990, concerns noted for all 12 States included those related to the SEA's monitoring system, due process and procedural safeguards, and IEPs. Eleven reports noted issues related to LRE. Many of the issues raised in the FY 1990 reports parallel those expressed in reports from previous monitoring cycles, although there was no clear pattern of persisting compliance issues across States.

- For FY 1990, $1.54 billion was distributed to States for the provision of special education services to children with disabilities, through IDEA, Part B, with an average per child allocation of $350. Programs funded under Chapter 1 of ESEA (SOP) to assist in educating children with disabilities in State-operated or State-supported programs received an average per pupil allocation of $545 for FY 1990.

- State-reported data indicate that over $17 billion was spent for special education and related services during the 1986-87 school year, from Federal, State and local funds. The average per pupil excess cost for all children with disabilities served under IDEA, Part B and Chapter 1 of ESEA (SOP) was $3,917. This represents an increase of slightly more than 7 percent, or $265, over the average per pupil excess cost for 1985-86.

- Of the total special education and related services expenditures reported for the 1986-87 school year, the Federal share represented 7.6 percent, while States and localities contributed 56.5 and 35.8 percent, respectively. Between 1982-83 and 1986-87, the percentage of funds from Federal and local sources declined while the State proportion increased from 53.7 percent to 56.5 percent over that time period.

CHAPTER 1

STUDENTS WITH DISABILITIES SERVED, PLACEMENT AND EXITING PATTERNS, AND SPECIAL EDUCATION PERSONNEL

One purpose of the Individuals with Disabilities Education Act (IDEA) (formerly the Education of the Handicapped Act) is to "assure that all children with disabilities have available to them...a free appropriate public education which emphasizes special education and related services designed to meet their unique needs..." (Sec. 601[c]). The Office of Special Education Programs (OSEP) uses multiple sources of information to determine the extent to which this purpose is being accomplished. One primary information source is the State-reported data required by Congress under Section 618(b) of IDEA. States provide annual counts of the number of children and youth with disabilities receiving special education and related services under Part B of IDEA and of the number of children and youth with disabilities served through Chapter 1 of the Elementary and Secondary Education Act (ESEA).[1] States also provide data regarding the educational placement of students and the number of personnel employed and needed to provide services to children and youth with disabilities. In addition, OSEP also gathers data on the number of personnel trained and certified in programs supported by the personnel preparation program, Part D of IDEA. These and other data provide information about the provision of a free appropriate public education to children and youth with disabilities.

This chapter presents data on children served during the 1988-89 and 1989-90 school years through IDEA, Part B and Chapter 1 (ESEA State-Operated Programs [SOP]) programs.[2] The total number of children served on December 1, 1989, their ages, and their disabilities are described. This chapter principally presents data on children age 6-21, although some data on young children with disabilities are presented briefly in this chapter. In addition, data on students' primary educational placement (e.g., resource rooms, self-contained classes) for 1988-89 are presented. Data on students with disabilities exiting school (e.g., graduation, dropping out) as well as the results of a special study of the exiting data are also included. The last section of this chapter summarizes State data on the number of personnel employed and needed for the delivery of special education and related services during 1988-89.

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[1] The Elementary and Secondary Education Act of 1965, now Chapter 1 of ESEA (State Operated Programs) (SOP), formerly provided support for children and youth birth through age 20 with disabilities in programs operated or supported by State agencies. The 1988 amendments to ESEA mandated provision of services to children and youth with disabilities from birth through age 21. The amendments also changed the count date from October 1 to December 1 beginning with the 1988-89 school year.

[2] For simplicity, these two laws will be referred to as Part B and Chapter 1 throughout this chapter.

STATE-REPORTED DATA ON STUDENTS SERVED

A key source of information on the status of education for students with disabilities is the data that States and Outlying Areas report annually to OSEP. This initial section of chapter 1 presents State-reported data on the number of children and youth with disabilities receiving special education and related services. It reports the total child count of students with disabilities, and analyzes these counts by the number of specific disabilities which are cited in the act (e.g., specific learning disabilities, mental retardation), chronological age (e.g., 6 year olds, 7 year olds) and by age groups (e.g., 3-5, 6-11). In addition, longitudinal trends of the prevalence of students served as having specific learning disabilities, mental retardation, and speech or language impairments are presented. The State-reported data include children with disabilities served under both IDEA, Part B and Chapter 1 of the Elementary and Secondary Education Act (ESEA) - State Operated Programs (SOP). The current data on the number of students served (child count data) are based on counts collected as of December 1, 1989.[3]

Data on numbers of students served (total child count and specific disabilities) are generally presented for students age 6-21. Comparisons across States, however, are limited to students of traditional school age (6-17) because all States provide services within this age group, while States vary regarding provision of services to students younger than age 6 and older than age 17 (all States, however, are serving at least some 3-5 year olds). This chapter does not present data by specific disabilities for children age 3-5, since Congress no longer requires the data to be reported in this manner. (The 1986 Amendments to IDEA deleted the requirement to collect data by specific disabilities for 3-5 year olds.)

Number of Students Served

Total Number of Children and Youth Served

During the 1989-90 school year, 4,687,620 children and youth with disabilities from birth through age 21 were served under the Part B and Chapter 1 programs. This is an increase of 100,250 (2.2 percent) over the 1988-89 school year which is the largest percentage change in number since the 1980-81 school year (table 1.1). The numbers of students served have increased, at heightened rates each year, since 1985-86. Since the inception of the Part B program in 1976, the number of children served under both Part B and Chapter 1 programs has increased by 978,707 or 26.4 percent. The percentage change over that 13-year period has varied greatly across States, ranging from -33.6 percent (District of Columbia) to 119.3 percent (New Mexico). There is also significant State variation in percentage change in the number of students with disabilities served between 1988-89 and 1989-90. For this one-year period, the number of students identified as disabled decreased 14.7 percent in the District of Columbia but increased 13.9 percent in Oregon. (Table AA17 in Appendix A shows these changes for all States and Outlying Areas.)

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[3] This chapter primarily reports longitudinal data trends for students served under Part B. This is done for two reasons. First, Part B serves the vast majority of students with disabilities. Second, it is not possible to make age group comparisons across disabilities for Part B and Chapter 1 before school year 1987-88. Data collection requirements regarding age groups and specific disabilities and age group and age year data have changed over the years, making it difficult to analyze data trends over time. These and other data reporting differences and anomalies are addressed at appropriate places in this chapter.

Approximately 6.9 percent of the nation's resident population of children and youth were served under Part B (3 to 21 year olds) and Chapter 1 (birth to 21 year olds) during 1989-90. In contrast, 6.7 percent were served during 1988-89 and 4.8 percent during 1976-77. The proportional increase between 1976-77 and 1989-90 is 30.4 percent. Figure 1.1 shows the consistent increase in the number and proportion, as a function of resident population, of children and youth with disabilities served since the inception of the Part B program in 1976. Data trends on school enrollment also provide evidence of significant growth in numbers of children identified with disabilities. As a function of school enrollment, the percentage of children identified with disabilities grew from 8.2 percent in 1976-77 to 9.9 percent in 1989-90 (Appendix A, table AA25).

In the early years following enactment of Part B, rapid growth in the number of children served as disabled was primarily due to new Federal categories of children with disabilities (e.g., children with specific learning disabilities), and to program development and implementation. Certain factors, however, may decrease the future growth in the number of children served. A number of States have implemented pilot programs and other restructuring efforts to educate students with disabilities in the regular education environment. These State initiatives have included prereferral interventions which are modifications of teaching strategies, instructional practices, and classroom management prior to referral to special education for the purpose of more effectively accommodating the needs of "difficult to teach" students in the regular classroom (Fuchs, Fuchs, Bahr, Fernstrom & Stecker, 1990). Prereferral activities typically include school-based, problem-solving consultation teams which provide assistance and recommendations to the regular education teacher regarding strategies aimed at maintaining "difficult to teach" children in the regular classroom.

Other factors, however, could increase the number of children served. There is emerging evidence (Greer, 1990), for example, that substantial numbers of pregnant women are using alcohol and/or drugs. Many specialists believe that many children of these women are likely to have significant learning and behavioral disabilities that may require specialized school services. One other factor that is increasing the number of children served is the mandate of the 1986 Amendments to EHA, now IDEA, focusing on the needs of young children with disabilities through two programs: the Preschool Grants Program for 3- through 5-year-olds, and the Infants and Toddlers Program for children from birth to age 2. However, even without these mandates, these young children would very likely have been identified at a later age. Moreover, early identification and intervention may result in the remediation of some of the disabilities of these

TABLE 1.1

Students Served Under IDEA, Part B and Chapter 1 of
ESEA (SOP)[a]: Number and Percentage Change,
School Years 1976-77 to 1989-90

	Change in Total Number Served from Previous Year (%)	Total Served	IDEA, Part B	ESEA (SOP)
1989-90	2.2	4,687,620	4,421,236	266,384
1988-89	2.1	4,587,370	4,324,220	263,150
1987-88	1.6	4,494,280	4,235,263	259,017
1986-87	1.2	4,421,601	4,166,692	254,909
1985-86	0.2	4,370,244	4,121,104	249,140
1984-85[b]	0.5	4,363,031	4,113,312	249,719
1983-84	1.0	4,341,399	4,094,108	247,291
1982-83	1.5	4,298,327	4,052,595	245,732
1981-82	1.3	4,233,282	3,990,346	242,936
1980-81	3.5	4,177,689	3,933,981	243,708
1979-80	3.0	4,036,219	3,802,475	233,744
1978-79	3.8	3,919,073	3,693,593	225,480
1977-78	1.8	3,777,286	3,554,554	222,732
1976-77	--	3,708,913	3,485,088	223,825

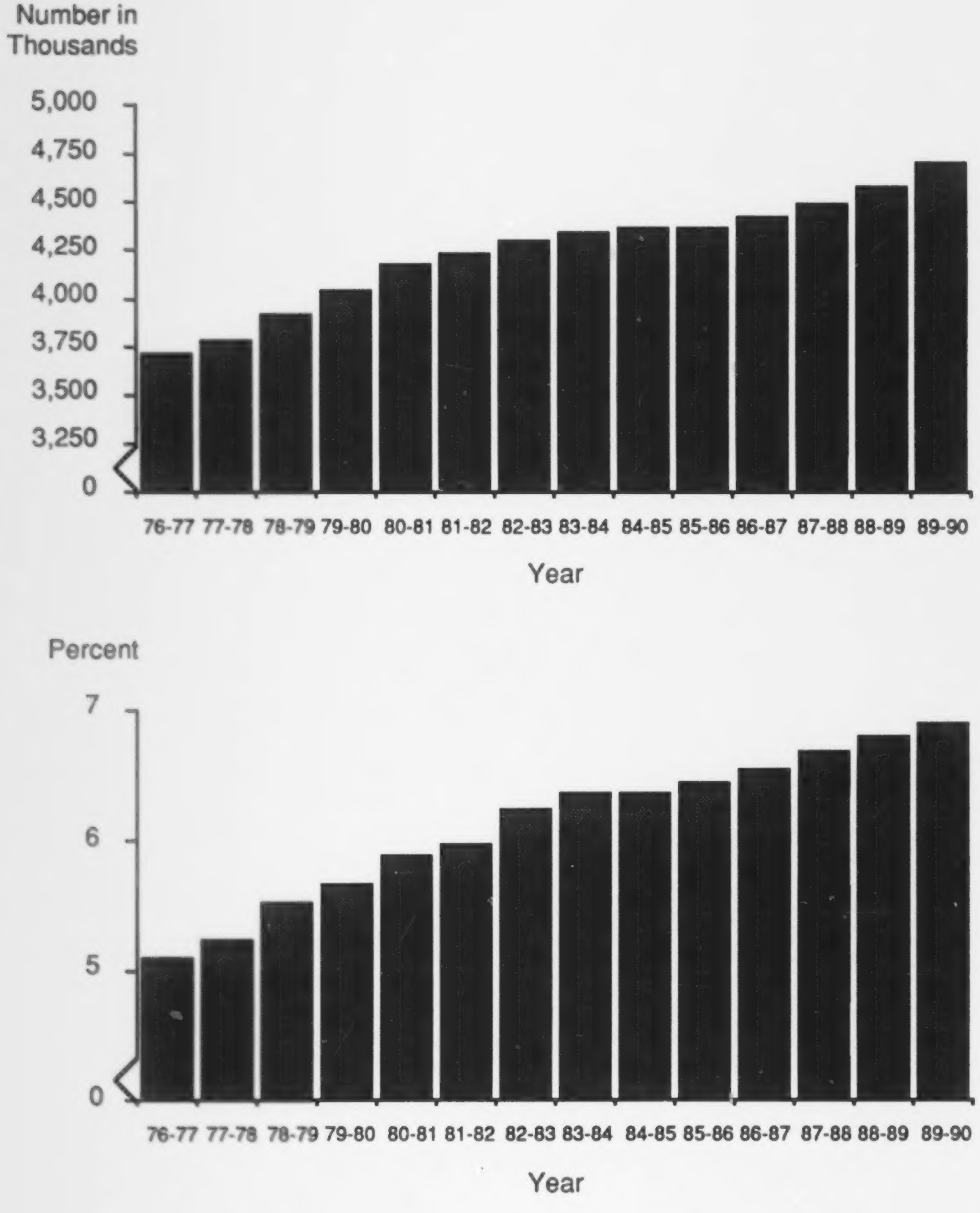
[a] These numbers include children 3-21 years old counted under Part B and children birth-21 years old counted under Chapter 1. The totals do not reflect infants and toddlers birth-2 years old served under Part H of IDEA.

[b] Beginning in 1984-85, the number of children with disabilities reported reflects revisions to State data received by the Office of Special Education Programs following the July 1 grant award date, and includes revisions received by October 1. Previous reports provided data as of the grant award date.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Figure 1.1

Number and Percentage of Students Served Under Chapter 1 of ESEA (SOP) and IDEA, Part B School Year 1976-77 through 1989-90



NOTE: The figures represent children birth through 20 years old served under Chapter 1 and children 3 through 21 years old served under Part B. For 1988-89 and 1989-90, the figures represent children birth through age 21 served under Chapter 1.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

young children. Such remediation may, in turn, result in a decreased need for services for these children later on. Data trends regarding these infants and toddlers are discussed later in this chapter and in chapter 2.

IDEA, Part B and Chapter 1 of ESEA (SOP) Differences

The Part B and Chapter 1 programs differ markedly regarding the number of students served, the relative proportions of students served across the various disabilities, and the relative proportions of students served in different age groups. Chapter 1 of ESEA (SOP) (authorized in 1965) was intended to assist in educating children with disabilities in State-operated or State-supported schools and in local educational agencies (LEAs) where children with disabilities have transferred from State programs. The Chapter 1 program was created 10 years prior to Part B. The Part B program (as amended in 1975 by P.L. 94-142) is the primary source of Federal aid to State and local school systems for educational and support services to children with disabilities. The major intent of the program has been to ensure that States provide all children with disabilities, who are in need of special education and related services, a free appropriate public education in the least restrictive environment. Of the total number of students served under both programs, Part B served 4,421,236 (94.3 percent) and Chapter 1 served 266,384 (5.7 percent) during the 1989-90 school year. Table 1.2 shows the number and relative proportions of students with different disabilities age 6-21 served under Part B and Chapter 1. The data in table 1.5 indicate that Chapter 1, relative to Part B, serves very small proportions of students with mild disabilities (e.g., specific learning disabilities, speech or language impairments) and much larger proportions of students with moderate and severe disabilities (e.g., multiple disabilities, deaf-blindness). The relative proportions of children served under the two laws have changed little over time.

Ages of Students Served

State-reported data provide information on how students with disabilities are distributed across age groups. Requirements for data collection on children and youth of different age groups and chronological age have, however, varied considerably over the years. For example, age group data have been collected since 1976-77 for Part B and from 1987-88 for Chapter 1. Chronological age data (e.g., 6 year olds, 7 year olds, etc.) are only collected under Part B and were first collected for the 1985-86 school year.

Age Groups

Children age 3-5 served under either Part B or Chapter 1 constituted 3.5 percent of the resident population during the 1989-90 school year. This proportion ranged from 1.5 percent to 6.4 percent among the States. This State variability is due, in part, to the differing levels of development of educational services, and legislative mandates for services for this age group of children with disabilities. (Table AA22 in Appendix A presents age group data as a function of

TABLE 1.2

Students Age 6-21 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP), by Type of Disability: Number and Percentage, School Year 1989-90

Type of Disability	IDEA, Part B		ESEA (SOP)		Total	
	Number	Percent	Number	Percent	Number	Percent
Specific learning disabilities	2,038,720	98.7	26,172	1.3	2,064,892	100.0
Speech or language impairments	964,829	98.8	11,357	1.2	976,186	100.0
Mental retardation	507,331	89.6	58,819	10.4	566,150	100.0
Serious emotional disturbance	340,059	88.9	42,511	11.1	382,570	100.0
Multiple disabilities	67,500	76.7	20,456	23.3	87,956	100.0
Hearing impairments	41,003	70.5	17,161	29.5	58,164	100.0
Orthopedic impairments	41,864	87.2	6,135	12.8	47,999	100.0
Other health impairments	49,233	92.6	3,932	7.4	53,165	100.0
Visual impairments	17,357	75.6	5,603	24.4	22,960	100.0
Deaf-blindness	813	49.8	821	50.2	1,634	100.0
All conditions	4,068,709	95.5	192,967	4.5	4,261,676	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

resident population across States.) The 1986 Amendments to Part B, P.L. 99-457, along with numerous State efforts, intensified the commitment to provide services to preschool children. Specifically, the 1986 Amendments, under the Preschool Grant Program provided significant financial incentives for States to provide special education and related services to 3- through 5-year-olds with disabilities. Under the timetable established in the legislation, all preschool children with disabilities must have a free and appropriate education available to them by the 1991-92 school year.

Children with disabilities (between ages 6 and 17) comprised 9.6 percent of the nation's resident population for the 1989-90 school year. The percentage served by States varied substantially, however, with States serving between 6.2 percent and 15 percent of their school-age populations. Services to youth with disabilities age 18-21 made up 1.6 percent of the resident population. States varied in the percentage of 18-21 year olds served, ranging between 0.5 percent and 2.7 percent. This State variability in the percentage of children served in the various age groups may be due to different eligibility criteria and classification procedures, funding formulas, data reporting practices, and student populations.

Analyses were conducted to determine longitudinal changes in numbers of students served under Part B for the age groups of 3-5, 6-17, and 18-21.[4] Table 1.3 shows the number of students served in 1978-79 and 1989-90, the percentage change in students served between these years, and the annual growth rates since 1978-79 and 1986-87. Since 1978-79, the child counts for age groups of 3-5 and 18-21 have clearly changed the most, with percentage increases of 64.1 percent for 3-5 year olds and 101.5 percent for 18-21 year olds. In addition, since 1978-79, the average annual growth rate for 3-5 year olds served has been 5.3 percent. For the 18-21 age group, the 1978-79 to 1989-90 annual growth rate has averaged 8.5 percent. The annual growth rates, however, are substantially different for the more recent time period of 1986-87 to 1989-90. For this period, the annual growth in 3-5 year olds served has averaged 8.2 percent. In contrast, for the 18-21 age group, the 1986-87 to 1989-90 annual growth rate was 1.8 percent, which is substantially less than the rate during the 1978-79 to 1989-90 period. The rise in the growth rate for 3-5 year olds is probably due, in large part, to recent Federal (1986 Amendments) and State legislative efforts to provide educational services to these children, as mentioned earlier.

Table 1.4 presents the number and percentage change of students served under Chapter 1 from 1987-88 to 1989-90.[5] The number of children served from birth to age 2 has grown significantly over the three-year period (a 26 percent increase) while the number of 3- through 5-year-olds served under Chapter 1 has significantly declined (a 26 percent decrease). One reason

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[4] As previously mentioned, Part B and Chapter 1 programs have required that data be collected for different age groups at different times. Data are comparable, however, for the age groups of 3-5, 6-17, and 18-21 served under Part B from 1978-79 to the present. Beginning in 1985-86, however, the Part B age groups were parcelled further into categories of 3-5, 6-11, 12-17, and 18-21. Chapter 1 child counts have only been available by age groups since the 1987-88 school year.

[5] Age group data were first collected for the Chapter 1 program for the 1987-88 school year.

TABLE 1.3

Age Group Data Trends for Students Served Under IDEA, Part B

Age Group	1978-79 Number Served	1986-87 Number Served	1989-90 Number Served	1978-79 to 1989-90 Percent Change	Average Annual Growth Rate Since 1978-79	Average Annual Growth Rate Since 1986-87
3 - 5	214,885	265,814	352,527*	64.1%	5.3%	8.2%
6 - 17	3,376,535	3,708,597	3,862,866	14.4	1.2	1.0
18 - 21	102,173	192,281	205,843	101.5	8.5	1.8

* Thirteen children from Palau are not included in this number.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE 1.4

Age Group Data Trends for Students Served Under
Chapter 1 of ESEA (SOP)

Age Group	1987-88 Number Served	1989-90 Number Served	1987-88 to 1988-90 Change (%)
Birth to 2	29,699	37,319	25.7%
3 - 5	48,534	36,098	-25.6%
6 - 17	153,448	162,166	5.7%
18 - 21	27,499	30,801	12.0%

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

for the decrease in the number of 3- through 5-year-olds served under Chapter 1 of ESEA (SOP) is that most States have begun serving this age group under the Preschool Grant Program legislated under the 1986 Amendments to EHA, now IDEA, Part B. The number of 3- through 5-year-olds served under both the Part B and Chapter 1 programs, however, has grown from 335,846 in 1987-88 to 388,625 in 1989-90, which represents a 15.7 percent increase.

Individual Age Years

For the nation as a whole, the number of children receiving services under Part B increased from age 3 to 9 and then gradually decreased until age 17.[6] (See table AA16 in the Appendix A for individual age year data across all States.) After age 17 (ages 18-21), the number of students served decreased substantially as students leave school.

For Part B, data are collected by disability for the ages 6-21. Figure 1.2 presents the number of students served at each age year in 1989-90 for the four most prevalent disabilities: specific learning disabilities, speech or language impairments, mental retardation, and serious emotional disturbance. The number of students being served with specific learning disabilities increases rapidly from age 6 to 11 and then decreases gradually until age 16. This pattern suggests, first, that substantial numbers of children with learning disabilities are identified in the elementary school grades, and that few children are newly identified as having learning disabilities in junior high or high school. The data also suggest that the learning problems of some students may be remediated prior to and during their adolescent years. Some secondary school students with learning disabilities, who are able to fully participate in the regular education curriculum, may also no longer need special education. In addition, adolescent students with learning disabilities who drop out of school may account for, in part, the decrease in prevalence during the teen years (Wagner & Shaver, 1989). The section on *Students with Disabilities Exiting the Educational System* in this chapter provides data on the school exiting patterns of students with disabilities.

The number of students identified as having speech or language impairments, in contrast to the data on students with specific learning disabilities, is quite high in the early elementary school years (age 6-8) and decreases dramatically from age 9 through 21. This dramatic decrease might be explained, in part, by the remediation of mild to moderate speech or language impairments of young students. In addition, it may be that some children at age 6-8, identified as having speech or language impairments, are later re-identified as having learning disabilities at age 9 and above.

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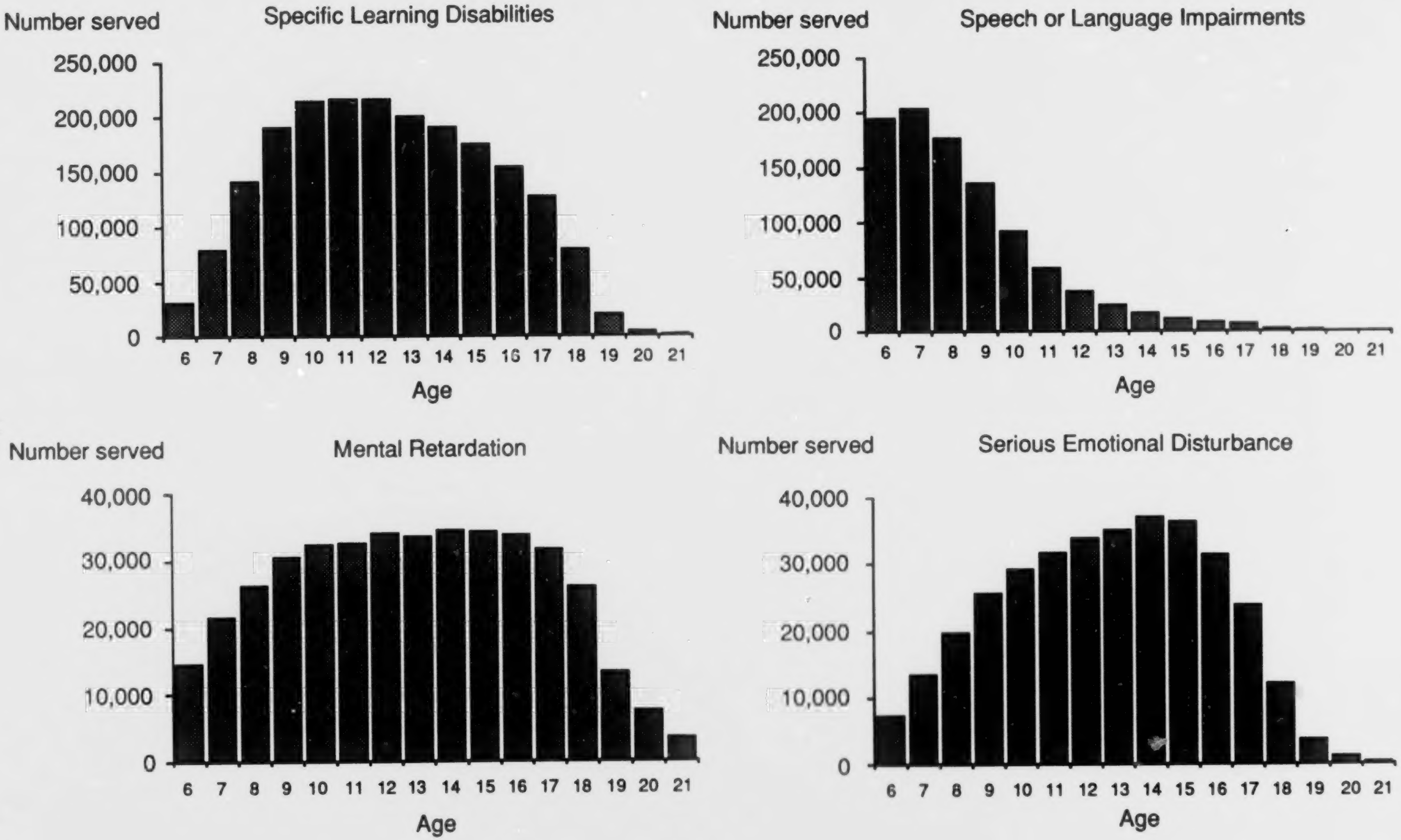
[6] Data on students served at individual age years are only available under the Part B program since 1985-86.

Figure 1.2

Number of Students Served Under IDEA, Part B in High Incidence Disabilities at Individual Age Years 1989-90



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

The numbers of students served with mental retardation rise sharply between the ages of 6 to 9, are fairly even between age 9 to 17, and fall off sharply between the ages of 18 to 21. This pattern suggests that those who will be identified as having mental retardation tend to be identified by the mid-elementary school years.

The data on students identified with emotional disturbance indicate that prevalence is highest during the teen years. The number of students served with emotional disturbance grows steadily from age 6 to 14, and then begins to drop dramatically from age 15 through 21. This significant decrease is due, in part, to the high dropout rate of students having this disability.

Disabilities of Students Served

The number and proportion of students with different disabilities served under the Part B and Chapter 1 programs in 1989-90 are presented in table 1.5. For the combined child count (under both programs), the largest number of students was classified as having learning disabilities (48.5 percent), followed by speech or language impairments (22.9 percent), mental retardation (13.3 percent), and serious emotional disturbance (9.0 percent). These four disabilities constitute 93.7 percent of all total students with disabilities served under the two programs.

The remaining disabilities--hearing impairments, multiple disabilities, orthopedic impairments, other health impairments, visual impairments, and deaf-blindness--comprise only 6.3 percent of all students with disabilities. For students age 6-21 served under Part B and Chapter 1 combined, approximately 58,000 students were served with hearing impairments; 88,000 with multiple disabilities; 48,000 with orthopedic impairments; 53,000 with other health impairments; 23,000 with visual impairments; and 1,600 with deaf-blindness.

Longitudinal analyses were conducted of the four high-incidence disabilities (specific learning disabilities, speech or language impairments, mental retardation, and serious emotional disturbance) using IDEA, Part B State-reported child count data. (As previously explained, only Part B data allow for such an analysis.) The relative proportions of these disabilities served under Part B have changed markedly since 1976-77 as figure 1.3 shows. The overall picture is that the population of students served with learning disabilities has grown, while the number of students served with speech or language impairments and mental retardation have declined. The following discussion presents current child count patterns and explores changes over time concerning these four disabilities.

Specific Learning Disabilities

The number of students, 6-21 years old, classified as having specific learning disabilities under Part B and Chapter 1 for 1989-90 was 2,064,892. The great majority (2,038,720 or 98.7 percent) of children and youth with learning disabilities were served under Part B while Chapter 1 served 26,172 (1.3 percent).

TABLE 1.5

Students Age 6-21 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP), by Type of Disability: School Year 1989-90

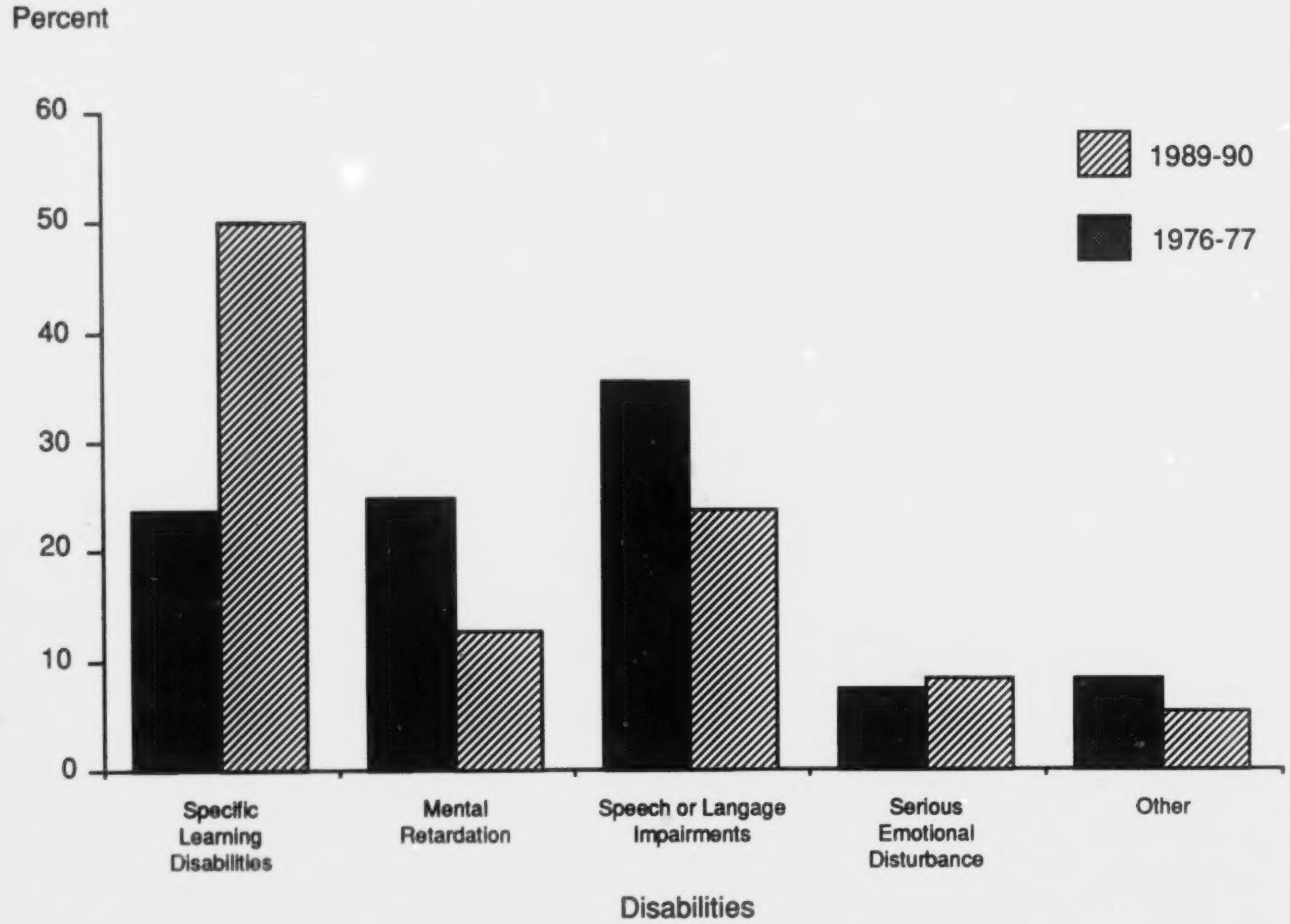
Type of Disability	IDEA, Part B		ESEA (SOP)		Total	
	Number	Percent[a]	Number	Percent[a]	Number	Percent[a]
Specific learning disabilities	2,038,720	50.1	26,172	13.6	2,064,892	48.5
Speech or language impairments	964,829	23.7	11,357	5.9	976,186	22.9
Mental retardation	507,331	12.5	58,819	30.5	566,150	13.3
Serious emotional disturbance	340,059	8.4	42,511	22.0	382,570	9.0
Multiple disabilities	67,500	1.7	20,426	10.6	87,956	2.1
Hearing impairments	41,003	1.0	17,161	8.9	58,164	1.4
Orthopedic impairments	41,864	1.0	6,135	3.2	47,999	1.1
Other health impairments	49,233	1.2	3,932	2.0	53,165	1.2
Visual impairments	17,357	0.4	5,603	2.9	22,960	0.5
Deaf-blindness	813	0.0	821	0.4	1,634	0.0
All conditions	4,068,709	100.0	192,967	100.0	4,261,676	100.0

[a] Percentages are within column.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Figure 1.3

Changes in the Distribution of Specific Disabilities for Children Age 6-21 Served Under IDEA, Part B: 1976-77 and 1989-90



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

For those served under the Part B program, the rate of growth in numbers of students identified with specific learning disabilities has slowed somewhat since the six or seven years following passage of Part B in 1975. Nevertheless, since the inclusion of learning disabilities as a new disability in 1976-77, the number of students served under Part B has grown by 1,256,007 or 160 percent. In addition, as a function of the school age resident population, the percentage of 6 through 21 year olds identified with learning disabilities under Part B has increased from 1.2 percent in 1976-77 to 3.6 percent in 1989-90. As another indication of this rise, the relative proportion of these students, as a function of the total number of children served, increased from 24.9 percent in 1976-77 to 50 percent in 1989-90 (figure 1.3). The growth rate in the number of children and youth identified with learning disabilities has exceeded any other disability. It has, therefore, contributed strongly to the overall growth in the number of children and youth with disabilities.

For students age 6-17, States varied substantially regarding the percentage of the resident population classified as having specific learning disabilities, ranging from 2.2 percent to 7.8 percent (see table AA24 in Appendix A). This pattern of variation across States has been consistent over the years, and is believed to be the result of a number of factors including overall rates at which States identify students as having disabilities, differing identification criteria for learning disabilities, differences in data reporting practices, policy and programmatic differences (e.g., prereferral procedures), and actual differences or changes in State populations of children.

Speech or Language Impairments

During the 1989-90 school year, 976,186 children and youth age 6-21 were served with speech or language impairments under Part B and Chapter 1 combined. Part B served 964,829 (98.8 percent) and Chapter 1 served 11,357 (1.2 percent) of these children (table 1.2). The number of children and youth 6-21 with speech or language impairments served under Part B increased slightly by 10,125 (1.1 percent) from 1988-89 to 1989-90. However, the number of students served since 1976-77 fell 206,549, which represents a decline of 17.6 percent. As a proportion of the total count of children with disabilities, students with speech or language impairments served under Part B have declined from 35.6 percent in 1976-77 to 23.7 percent in 1989-90. The decline in the number of students identified with speech or language impairments during this period is believed to be due to a number of factors, including: (1) improved and more discriminating identification procedures of speech and language disorders; (2) provision of speech and language services outside the special education delivery system (that is, within regular education); and (3) a current trend to identify students with language disorders as having specific learning disabilities, rather than having speech and language impairments (American Speech-Language-Hearing Association, personal communication, March 3, 1990).

For students 6-17 years old, 2.3 percent of the resident population for the nation with speech or language impairments was served with States ranging from 0.9 percent to 4.1 percent (Appendix A, table AA24 presents these data). State variability in the percentage of students being served with speech or language impairments may be due to factors previously mentioned in the discussion on specific learning disabilities; i.e., different classification procedures and

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eligibility criteria, data reporting practices, overall rates at which States identify children as having disabilities, and programmatic and policy differences.

Mental Retardation

During the 1989-90 school year, 566,150 children and youth age 6-21 with mental retardation were served under Part B and Chapter 1 combined. Part B served 507,331 (89.6 percent) while Chapter 1 served 58,819 (10.4 percent, see table 1.2). For school-age students (age 6-17), 1.2 percent of the nation's resident population of students with mental retardation were served. Among the States, service rates varied substantially, ranging from 0.3 percent to 3.2 percent. This State variation may be accounted for by similar factors (e.g., different classification procedures and eligibility criteria) mentioned in the discussions on specific learning disabilities and speech or language impairments. In addition, State differences may be due to litigation in some States regarding the overrepresentation of minority children in classes for students with mental retardation. This litigation (discussed more fully below) has resulted in some States dramatically reducing the number of students classified as having mental retardation. It is also possible that States which have high rates of illiteracy, poverty, and poor health care may have particularly high identification rates of mental retardation in the school-age population since these factors have been shown to be associated with mental retardation.

During 1989-90 the long-term trend of decreases in number and relative proportion of children and youth identified with mental retardation continued. Between 1988-89 and 1989-90, the number of students identified with mental retardation under Part B decreased by 10,598 (-2.1 percent). Since 1976-77, the number of students with mental retardation has decreased by 312,959 (-38.2 percent). Another indication of the decreasing incidence of students classified with mental retardation is the longitudinal change in the proportion of these students relative to all students with disabilities. The proportion of all students with mental retardation, relative to all students with disabilities, decreased from 24.9 percent in 1976-77 to 12.5 percent in 1989-90 (figure 1.3).

As noted in last year's *Annual Report*, there are several possible explanations for the continuing and dramatic decrease in prevalence of students with mental retardation. First, criteria used for identification of mental retardation have become significantly more restrictive. For example, in 1973, the American Association on Mental Deficiency (AAMD) lowered the IQ ceiling for mental retardation from 85 to 70. In 1983, the AAMD added deficits in adaptive behavior (i.e., behaviors necessary for personal and social sufficiency) as a co-requisite to the definition of mental retardation. A number of States have also changed their criteria, in similar ways, for mental retardation (Patrick & Reschley, 1982). As mentioned previously, the more stringent criteria for mental retardation may have contributed to the growing incidence rates of specific learning disabilities; that is, children and youth with mild to moderate cognitive deficits who would have previously been classified as having mental retardation may now tend to be classified as having learning disabilities. Litigation may also have been a factor in the decrease in the incidence of mental retardation identification. For example, in *Larry P. v. Riles* (1979) and *Diana v. State Board of Education* (1970) the courts ruled that discriminatory assessment and classification procedures had resulted in inappropriate placement of minority children in special education classes. It is highly probable that many States, in response to these court rulings, have taken action to reduce overrepresentation of minority students in classes for students with mental retardation. For example, in California (which has experienced such court cases), the percentage of children, age 6-21, (as a function of resident population) served under Part B has decreased from 0.61 in 1976-77 to 0.37 in 1989-90. In addition, some observers believe that in recent years, many professionals and parents have tended to substitute less pejorative labels (such as learning disabilities, developmental delay, or developmental disability) for the mental retardation label.

Serious Emotional Disturbance

For the 1989-90 school year, 382,570 students age 6-21 were served under Part B and Chapter 1 with serious emotional disturbance. Part B served 340,059 (88.9 percent) and Chapter 1 served 42,511 (11.1 percent) of these children and youth (table 1.2). For students 6-17 years old, 0.9 percent of the resident population for the nation was served with serious emotional disturbance with State ranges of 0.04 percent to 2.1 percent (Appendix A, table AA24). As mentioned in the preceding discussions of specific learning disabilities, speech or language impairments, and mental retardation, State variability may be due to different classification procedures, eligibility criteria, and the overall rates at which States identify school-age children as having disabilities.

The number of students with serious emotional disturbance served under Part B increased by 7,603 (2.3 percent) from 1988-89 to 1989-90 for the nation. Since 1976-77, the number has increased by 94,578 (38.5 percent). As a percentage of all students with disabilities, the number of students with serious emotional disturbance has increased only slightly, from 7.5 percent in 1976-77 to 8.4 percent in 1989-90 (figure 1.3).

Some researchers (Cullinan, Epstein, & Kauffman, 1984; Kauffman, 1989) believe that students with serious emotional disturbance are greatly under-identified. The low prevalence of students having emotional disturbance in some States raises concern that these children are being under-identified. Several factors may contribute to under-identification. Parents and professionals may be reluctant to use the serious emotional disturbance label. If this is the case, students with emotional disturbance may be either not identified at all, or identified with another disability such as specific learning disability. Also, some characteristics of emotional disturbance, such as depression or withdrawal, may be overlooked in school settings.

Prevalence Trends of Students Classified as Having Specific Learning Disabilities, Mental Retardation, and Speech or Language Impairments

As noted earlier in this chapter, and shown in figure 1.3, the relative proportions of students classified as having specific learning disabilities, mental retardation, and speech or language impairments have changed over the years with an increase in the numbers of students classified as having specific learning disabilities since 1976-77. During the same period, the proportions of students classified as having speech or language impairments and mental retardation have decreased. Some observers have suggested that the declines in child counts for mental retardation and speech or language impairments may have contributed, in part, to the growth in numbers of students identified as having specific learning disabilities. They have hypothesized that some students formerly classified as having mental retardation or speech or language impairments were re-identified as having specific learning disabilities. It is also possible that some students newly identified as having specific learning disabilities would have been identified in the past as having mental retardation. To investigate this hypothesis, correlational analyses were conducted between the change over time in the number of students with specific learning disabilities and mental retardation (see table 1.6) and with specific learning disabilities and speech or language impairments (see table 1.7).[7] Four time intervals were analyzed: school years 1976-77 to 1980-81; 1980-81 to 1984-85; 1984-85 to 1988-89; and 1976-77 to 1988-89. Four-year intervals were selected to provide a more thorough picture of the relationship of time periods to possible reclassification trends. It has been suggested that the incidence of reclassification of students with mental retardation to specific learning disabilities was greater in the late 1970s and early 1980s, than in earlier or later periods.

The correlational analysis on the relationship of the 1976-77 to 1988-89 change in prevalence of specific learning disabilities and mental retardation shows a moderate negative relationship (-.67). This correlation coefficient suggests that the increasing number of students with specific learning disabilities was associated with a decreasing number of students with mental retardation during the 1976-77 to 1988-89 time period. The strength of the four-year interval correlations descends from 1976-77 to 1980-81 (-.59), 1980-81 to 1984-85 (-.44), and 1984-85 to 1988-89 (-.31). These descending correlations provide some tentative support for the hypothesis that reclassification of students with mental retardation to specific learning disabilities was more pronounced in the early years just following passage of the Act.

The correlational analysis of the relationship of the prevalence of students with specific learning disabilities and speech or language impairments during the 1976-77 to 1988-89 period also shows a moderate negative relationship (-.52). Analysis of the four-year interval data, however, suggests that the growing prevalence of students with specific learning disabilities was associated with a declining prevalence of students with speech or language impairments only for the 1976-77 to 1984-85 time period. As table 1.7 shows, the correlations between change in prevalence of students with specific learning disabilities and speech and language impairments was -.57 for 1976-77 to 1980-84 and -.49 for 1980-81 to 1984-85. From 1984-85 to 1988-89, a low positive relationship (+.38) suggests that increasing numbers of students having specific learning

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[7] A correlational analysis describes the relationship between two variables. A positive correlation indicates that high scores on one variable are paired with high scores on the other variable, and, conversely, low scores on one variable are paired with low scores on the other variable. A negative correlation indicates that low scores on one variable are paired with high scores on the other variable. The nature and size of the relationship between the two variables are measured by a correlation coefficient. The range of possible coefficient values is from +1.00 for a perfect positive correlation to -1.00 for a perfect negative correlation.

TABLE 1.6

Correlations Between Change in Identification of Students with Specific Learning Disabilities and Mental Retardation, 1976-77 to 1988-89

Changes in Identification of Mental Retardation	Changes in Identification of Specific Learning Disabilities			
	1976-77 to 1980-81	1980-81 to 1984-85	1984-85 to 1988-89	1976-77 to 1988-89
1976-77 to 1980-81	-.59			
1980-81 to 1984-85		-.44		
1984-85 to 1988-89			-.31	
1976-77 to 1988-89				-.67

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE 1.7

Correlations Between Change in Identification of Students with Specific Learning Disabilities and Speech or Language Impairments, 1976-77 to 1988-89

Changes in Identification of Speech Impairments	Changes in Identification of Specific Learning Disabilities			
	1976-77 to 1980-81	1980-81 to 1984-85	1984-85 to 1988-89	1976-77 to 1988-89
1976-77 to 1980-81	-.57			
1980-81 to 1984-85		-.49		
1984-85 to 1988-89			+.38	
1976-77 to 1988-89				-.52

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

disabilities were associated with increasing numbers of students having speech or language impairments. The results of these correlational analyses, however, are speculative and should be interpreted with caution. There may be other factors (beside re-classification) that have accounted for the change in the prevalence of specific learning disabilities, speech and language impairments, and mental retardation among school-age children. For example, the growth in numbers of students classified as having specific learning disabilities is probably due, in large part, to *new* identifications; i.e., identification of students not previously identified with any disability. Another example can be cited with the prevalence of speech and language impairments. As mentioned previously in this chapter, the decrease in the number of students identified as having speech or language impairments is believed to be due to improved and more discriminating identification procedures, provision of speech and language services within regular education, *as well as* a current trend to classify students with language disorders as having learning disabilities.

EDUCATIONAL PLACEMENTS OF STUDENTS WITH DISABILITIES

Section 618(b) of the Individuals with Disabilities Education Act (IDEA) directs the Secretary of Education to collect annually State-reported data on the number of students with disabilities in six educational placements: regular class, resource room, separate class, separate school facility, residential facility, and homebound/hospital program. In the 1988-89 school year, data were collected across all disabilities and age groups of 3-5,[8] 6-11, 12-17, and 18-21 for students served under both the Part B and Chapter 1 programs. In addition, the Office of Special Education Programs (OSEP) collected a duplicate count of the number of students being served in correctional facilities and parent-initiated private school placements.[9] OSEP defines the six educational environments in the following way:

- *Regular class* includes students who receive a majority of their education in a regular class and receive special education and related services for less than 21 percent of the school day. It includes children placed in a regular class and receiving special education within the regular class as well as children placed in a regular class and receiving special education outside the regular class.

- *Resource room* includes students who receive special education and related services for 21 to 60 percent of the school day. This may include resource rooms with part-time instruction in the regular class.

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[8] Data are not collected for students age 3-5 by disability as a result of the 1986 Amendments to EHA, now IDEA; only total number of students served in each educational environment.

[9] These students are reported twice, once by educational placement (e.g. regular classroom, resource room) and once under correctional facilities or parent-initiated private placements.

- *Separate class* includes students who receive special education and related services for more than 60 percent of the school day. Students may be placed in self-contained special classrooms with part-time instruction in regular classes or placed in self-contained classes full-time on a regular school campus.

- *Separate school facility* includes students who receive special education and related services in separate day schools for students with disabilities for greater than 50 percent of the school day.

- *Residential facility* includes students who receive education in a public or private residential facility, at public expense, for greater than 50 percent of the school day.

- *Homebound/hospital environment* includes students placed in and receiving special education in hospital or homebound programs.

IDEA and its implementing regulations require that educational services appropriate for each student be defined each year in an Individualized Educational Program (IEP). In addition, an educational placement must be selected from a continuum of placement alternatives. The placement must allow for delivery of the appropriate educational program in the setting that meets each student's individual educational needs and offers the greatest opportunity for interaction with students who are nondisabled.

Placement Data for School Year 1988-89

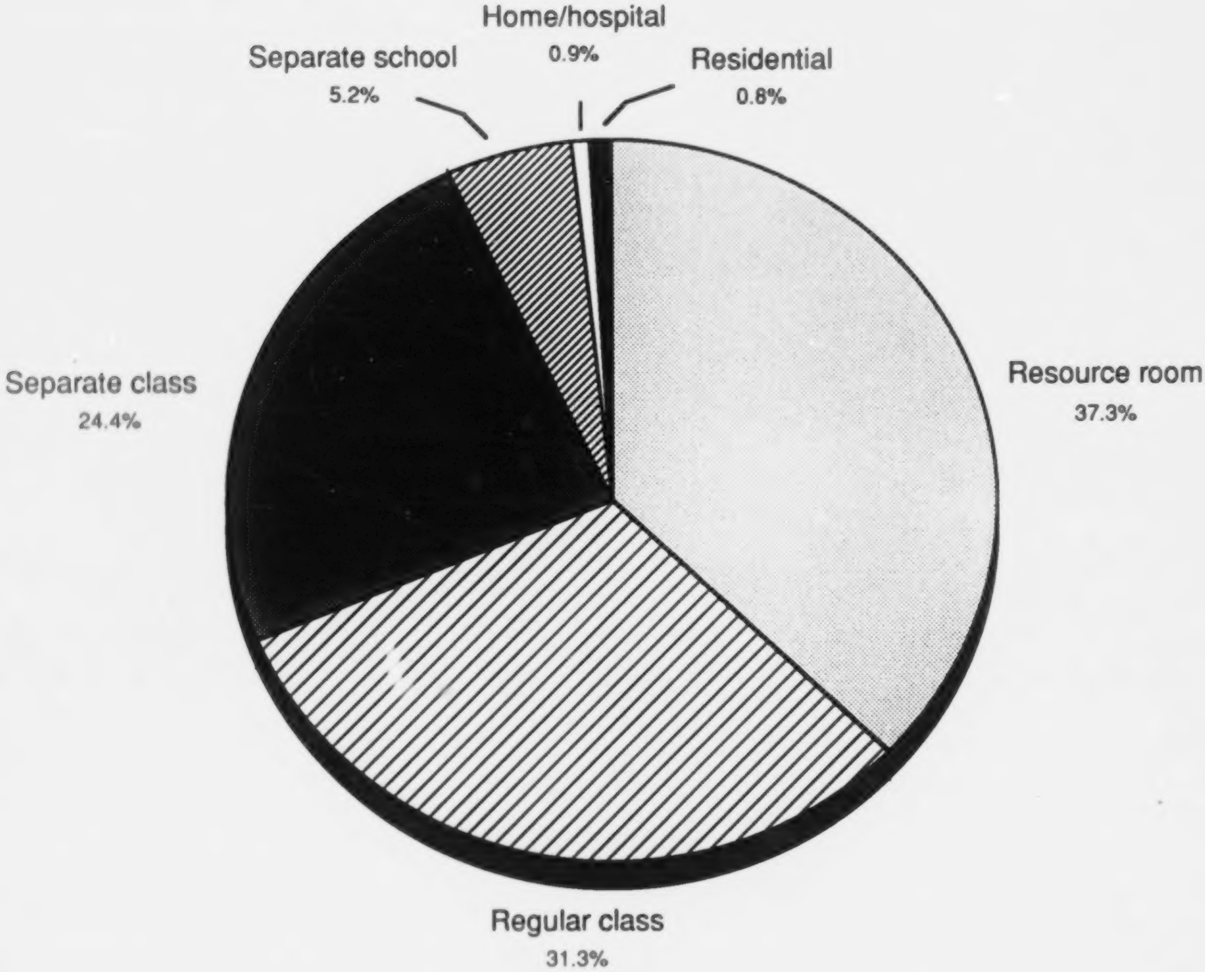
During the 1988-89 school year, the overwhelming majority (93.1 percent) of students with disabilities between the ages of 3 and 21 received their educational and related services in regular school buildings with students who were not disabled. Specifically, 31.3 percent were served in regular classes, 37.3 percent were served in resource rooms, and 24.4 percent were served in separate classes. The remaining students were placed in public/private separate school facilities (5.2 percent), public/private residential facilities (0.8 percent), and homebound/hospital settings (0.9 percent). (See figure 1.4.)

An analysis was conducted to determine whether there has been recent change in the proportion of students with disabilities served in the different educational environments between 1987-88 and 1988-89. Table 1.8 provides information regarding the number and percentage of students in six educational environments for 1987-88 and 1988-89 and the change in number served between these two years.

Between the 1987-88 and 1988-89 school years, the proportion of regular class placements, for students with disabilities age 3-21, rose 1.6 percent, from 29.7 percent to 31.3 percent. During the same time period, the proportion of resource room placements actually decreased by 0.9 percent, from 38.2 percent to 37.3 percent. Separate class and separate school

Figure 1.4

Percentage of All Students with Disabilities Age 3-21 Served in Six Educational Placements



NOTE: Includes data from 50 States, the District of Columbia, and Puerto Rico. Separate school includes both public and private separate school facilities. Residential includes both public and private residential facilities.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE 1.8

Number of Students Age 3-21 Served in Six Educational Environments and Percentage Change in Number Served: School Years 1987-88 to 1988-89

Environment	1987-88		1988-89		Change in Number Served
	Number	Percent	Number	Percent	
Regular class	1,299,162	29.7	1,406,246	31.3	107,084
Resource room	1,671,177	38.2	1,675,189	37.3	4,012
Separate class	1,093,785	25.0	1,095,493	24.4	1,708
Separate school	245,158	5.6	232,710	5.2	-12,448
Residential facility	34,378	0.8	37,114	0.8	2,736
Home/hospital	35,341	0.8	39,657	0.9	4,316
Total	4,379,001	100.0	4,486,409	100.0	107,408

Note: Includes data from 50 States, the District of Columbia, and Outlying Areas.

Sources: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Placement Patterns by Age Group

Although regular classes and resource rooms are, generally, the primary educational environments in which States serve students with disabilities, placement patterns vary substantially by age group. In general, preschool (age 3-5) and elementary school (age 6-11) students are more likely to be placed in less restrictive environments than students in the older age groups (12-17 and 18-21 year olds). Table 1.9 shows that over 40 percent of both 3-5 and 6-11 year olds received their education in a regular class setting, while less than 20 percent of 12-17 year olds, and less than 15 percent of 18-21 year olds were served in this most integrated setting. The relatively large proportion of regular class placements for 3-5 year olds may be due, in part, to the availability of this placement option for 5 year olds. Regular class placements for children age 3 and 4 are less available; therefore, these younger children are probably placed in more restrictive environments. The pattern begins to shift in relation to resource room placements. Children received services in resource room settings differentially by age group; 16.1 percent of 3-5 year olds, 34.8 percent of 6-11 year olds, 45.0 percent of 12-17 year olds, and 35.0 percent of 18-21 year olds received services in resource rooms. Older students appear to have received their special education services more frequently in this placement option. Similar service delivery patterns are evidenced in separate class settings. The data show that 26.3 percent of 3-5 year olds; 20.5 percent of 6-11 year olds; 28.1 percent of 12-17 year olds; and 31.5 percent of 18-21 year olds were served in this setting. There was less variation across age groups in the proportion of students served in separate school, residential facility, and homebound/hospital settings. Separate school settings were more common for 3-5 year olds (12.9 percent) and 18-21 year olds (14.6 percent) than for 6-11 year olds (3.1 percent) and 12-17 year olds (5.1 percent). Residential facilities were more often used for 18-21 year olds (3.3 percent) and 12-17 year olds (1.2 percent) than for 6-11 year olds (0.4 percent) and 3-5 year olds (0.4 percent). Students age 18-21 may be more highly represented in the more restrictive placements (e.g., separate class, separate schools and residential facilities) because the students with the most severe disabilities in this age range are still in school, while 18-21 year olds with more mild disabilities have already graduated from school. In addition, there are few regular education programs which provide transition programming for this age group. Homebound/hospital settings were less common for 6-11 year olds (0.3 percent) than for the age groups of 3-5 (2.0 percent), 12-17 (1.3 percent), and 18-21 (1.4 percent).

Placement Patterns by Disability

Educational placements also differ across disabilities.[10] This variation is due to the differing needs of students and the appropriate educational services outlined in the students' IEPs. In general, the data show that students with mild to moderate disabilities (e.g., specific learning disabilities, speech or language impairments) are predominantly served in less restrictive

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[10] Since educational placement data by disability for 3-5 year olds are no longer collected, as mandated under the 1986 Amendments to EHA, now IDEA, this discussion of placements by disability refers only to data for students age 6-21.

TABLE 1.9

Percentage of Students Age 3-5, 6-11, 12-17, and 18-21
Served in Six Educational Environments: School Year 1988-89

	Age Groups			
Environment	3-5	6-11	12-17	18-21
Regular class	42.2%	41.0%	19.3%	14.2%
Resource room	16.1	34.8	45.0	35.0
Separate class	26.3	20.5	28.1	31.5
Separate school	12.9	3.1	5.1	14.6
Residential facility	0.4	0.4	1.2	3.3
Homebound/hospital	2.0	0.3	1.3	1.4

Note: Includes data from 50 States, the District of Columbia, and Outlying Areas.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

environments (e.g., regular class, resource room), while students with more severe disabilities (e.g., multiple disabilities and deaf-blindness) are predominantly served in more restrictive placements (e.g., separate class, separate school, and residential facility). For example, table 1.10 shows that 95.1 percent of students with speech or language impairments and 77.5 percent of students with learning disabilities were served in regular classrooms and resource rooms combined. In contrast, only 28.3 percent of students with mental retardation were served in the combined placements of regular classroom and resource room. The data also show that students identified with serious emotional disturbance are served in the separate class, separate school, residential facility, and homebound/hospital placements at much higher rates than students identified with speech or language impairments or learning disabilities. States also reported that over 70 percent of students identified with multiple disabilities were served in the combined placements of separate class and separate school facility, while 21.1 percent were served in the combined placements of regular classroom and resource room. As might be expected, a fairly high percentage of students with other health impairments (21.6 percent) were served in homebound/hospital settings. In addition, the data show that students with deaf-blindness received their education primarily in separate classes (29.9 percent), residential facilities (26.1 percent) and separate school facilities (25.9 percent).

State-to-State Variability in Placement Patterns

The national figures presented in table 1.10 represent a compilation of placement data submitted to OSEP by State educational agencies (SEAs).[11] Not apparent from these figures are considerable differences across States in educational placement patterns. These State variations indicate far less consistency in service patterns than the national data suggest. The data, presented in table 1.11 and Appendix A, table AB2 indicate that significant variation exists across States in regular class, resource room, and separate class placements. For example, the proportion of regular class placements for students with disabilities had a median of 37.3 percent. Half of the 50 States, the District of Columbia, and Puerto Rico served between 26.0 percent and 49.5 percent of students with disabilities in regular classrooms. Across States, the proportion of regular class placements ranged from a low of 1.1 percent in Georgia to a high of 79.4 percent in Vermont. The data also show similar variation across States in the proportions of resource room placements, which ranged from 8.1 percent (Vermont) to 78.6 percent (South Dakota). The median proportion of resource room placements was 34.0 percent, with 26 of the States falling between 26.7 percent and 44.0 percent. Across States, the proportions of separate classroom placements ranged from 6.6 percent to 43.8 percent with a median of 19.3 percent. The middle 26 States fall between 15.2 percent and 26.6 percent.

Some States seemed to place the majority of their students in either regular classes or resource rooms. For example, 77.3 percent of students with disabilities in Texas were placed in resource rooms while 3.8 percent were placed in regular class. In contrast, North Dakota reported

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[11] Includes data from all 50 States, the District of Columbia, and Outlying Areas.

TABLE 1.10

Percentage of Students Age 6-21 Served in Different Educational Environments by Disability Category: School Year 1988-89

Disability Category	Educational Environments					
	Regular Class	Resource Room	Separate Class	Separate School	Residential Facility	Homebound/ Hospital
Specific learning disabilities	19.6%	57.9%	20.9%	1.3%	0.1%	0.1%
Speech or language impairments	75.9	19.2	3.3	1.4	0.1	0.1
Mental retardation	5.9	22.4	58.9	11.3	1.2	0.4
Serious emotional disturbance	14.1	30.0	35.8	13.4	3.8	2.9
Hearing impairments	26.9	21.0	33.5	8.5	9.8	0.2
Multiple disabilities	7.0	14.1	46.2	25.9	4.0	2.8
Orthopedic impairments	29.3	18.6	33.5	11.1	0.7	6.9
Other health impairments	29.9	20.3	19.6	7.8	0.8	21.6
Visual impairments	52.0	17.9	21.5	3.4	4.9	0.3
Deaf-blindness	11.6	5.3	29.9	25.9	26.1	1.2
All disabilities	30.5	39.0	24.3	4.6	0.9	0.8

Notes: Include data from 50 States, the District of Columbia, and Outlying Areas.

Educational placements for children age 3-5 are not reported by disability.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE 1.11

Summary of State Use of Different Placements:
School Year 1988-89

Environment	Range		First Quartile	Median	Third Quartile
	Minimum	Maximum			
Regular class	1.1	79.4	26.0	37.3	49.5
Resource room	8.1	78.6	26.7	34.0	44.0
Separate class	6.6	43.8	15.2	19.3	26.6
Public separate school	0.2	10.8	1.1	1.9	3.9
Private separate school	0.0	6.2	0.1	0.2	1.3
Public residential facility	0.0	2.1	0.3	0.6	1.0
Private residential facility	0.0	4.2	0.1	0.3	0.6

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

that 70.6 percent of its students with disabilities were placed in regular classroom settings, while only 9.7 percent of its students with disabilities were served in resource room settings.

The variation in State placement rates across the different educational environments may be due to several factors, including: the historic role of private schools in the State, the role of separate facilities in the State, the State's special education funding formula, different State reporting practices and interpretations of the OSEP data collection forms, and actual differences in the populations and needs of students. OSEP is currently working with the States to clarify definitional issues and data form instructions.

STUDENTS WITH DISABILITIES EXITING THE EDUCATIONAL SYSTEM

Each year, in accordance with Section 618 of the Individuals with Disabilities Education Act (IDEA), the Office of Special Education Programs collects data from States on the number of students with disabilities age 14 and older exiting the educational system. These data are collected by basis of exit: graduation with a diploma, graduation with a certificate, reaching the maximum age for service, dropping out, or exiting with status unknown. States also submit data on the ages and disabilities of the exiting students. In school year 1988-89, the 50 States, the District of Columbia, and Outlying Areas reported that a total of 248,590 students with disabilities exited the educational system.

Exiting Patterns for 1988-89

Basis of Exit

As shown in figure 1.5, 43.9 percent of students with disabilities who exited during the 1988-89 school year received a diploma identical to that received by nondisabled students. Receiving a diploma was the most common basis or means of exit. Another 9.7 percent of exiters received a certificate of completion. States differ considerably in the availability and use of different types of certificates including modified diplomas, certificates of attendance, and completion of IEPs. A small group of students (2.5 percent) exited because they had reached the maximum age for service eligibility. Almost 27 percent of students with disabilities exiting the educational system dropped out, while another 17.3 percent exited with exit status unknown. The count of students exiting with status unknown may include students who transferred to other school districts but were not known to be continuing their education, students who died, or students who did not formally withdraw but simply stopped attending school.[12]

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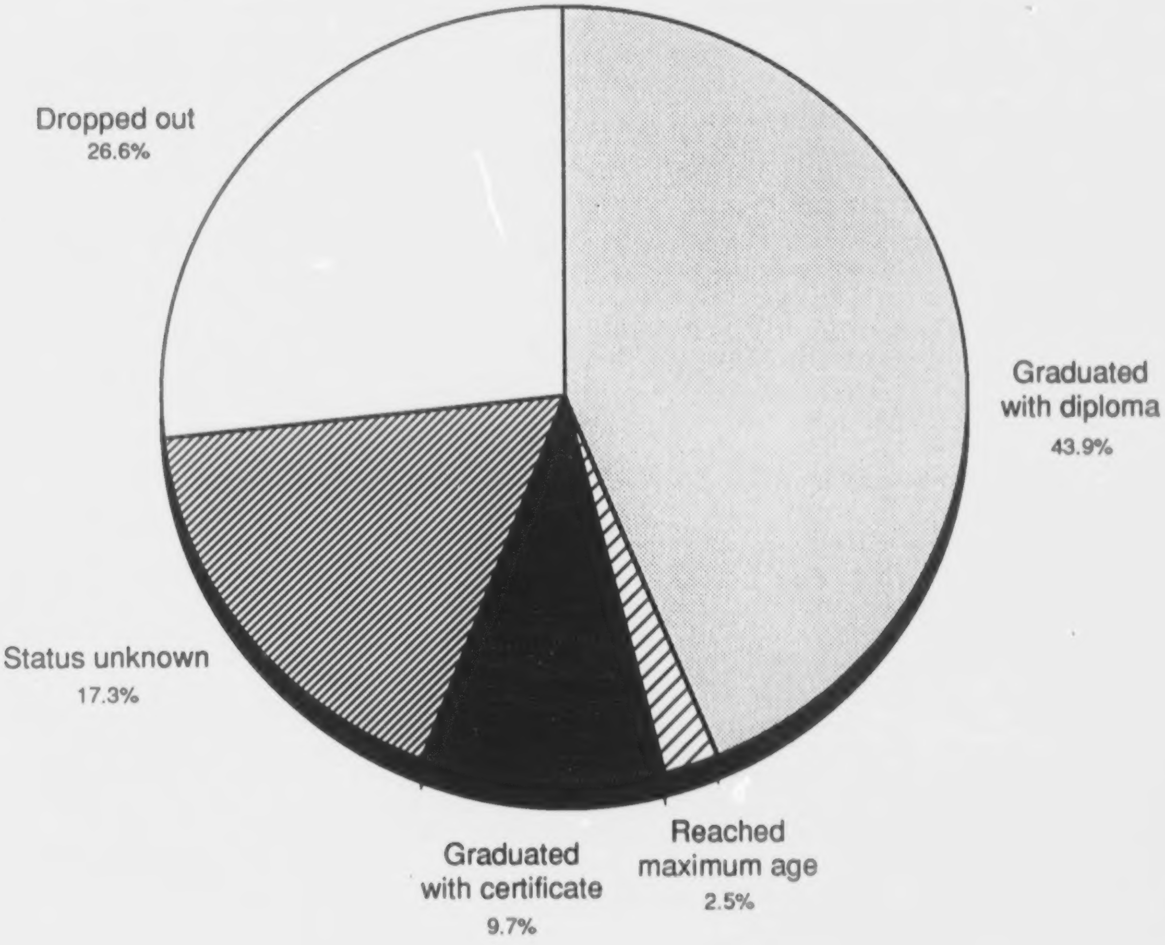
[12] The "status unknown" exit category is also referred to as "other basis of exit."

Figure 1.5
Basis of Exit For Students Age 14 and Older with Disabilities: 1988-89



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE I.12

Basis of Exit for Students with Different Disabilities: Number and Percentage, 1988-89

Type of Disability	Diploma		Certificate		Maximum Age		Drop Out		Status Unknown		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Specific learning disabilities	66,156	50.1	9,149	6.9	1,683	1.3	35,269	26.7	19,790	15.0	132,047	100%
Speech or language impairments	4,924	28.3	1,626	9.4	385	2.2	2,951	17.0	7,494	43.1	17,380	100%
Mental retardation	19,053	39.5	9,424	19.5	2,454	5.1	11,959	24.8	5,383	11.2	48,273	100%
Serious emotional disturbance	10,749	30.7	1,886	5.4	826	2.4	13,673	39.1	7,828	22.4	34,962	100%
Hearing impairments	2,714	64.4	358	8.5	116	2.8	471	11.2	558	13.2	4,217	100%
Multiple disabilities	1,340	35.0	917	24.0	540	14.1	607	15.9	424	11.1	3,828	100%
Orthopedic impairment	1,540	53.3	290	10.0	108	3.7	354	12.3	598	20.7	2,890	100%
Visual impairment	1,033	58.4	121	6.8	45	2.6	297	16.8	272	15.4	1,768	100%
Other health impairment	1,434	47.8	270	9.0	103	3.4	535	17.9	656	21.9	2,998	100%
Deaf-blindness	90	39.7	25	11.0	19	8.4	63	27.8	30	13.2	227	100%

Means of Exit by Disability

The status of exiting students varies a great deal by disability. As table 1.12 shows, students with sensory impairments were most likely to graduate with a diploma. For example, 64.4 percent of students with hearing impairments and 58.4 percent of students with visual impairments received diplomas. At the other extreme, only 28.3 percent of students with speech impairments and 30.7 percent of students with a serious emotional disturbance graduated with a diploma.

There are several possible explanations for the low proportion of students with speech impairments graduating with a diploma. Data from the National Longitudinal Transition Study suggest that there are several subgroups of students being served with speech or language impairments. Those with mild impairments frequently no longer need special education after a few years of services. The second group, with more severe impairments, may have underlying educational deficits that are masked by their speech impairments, or may have speech impairments with different underlying causes than those of their peers with mild disabilities. Because students with mild speech or language impairments exit special education at an early age, it is students with severe disabilities who remain to exit the educational system from this disability group. One additional explanation for the relatively low proportion of students with speech or language impairments receiving high school diplomas was uncovered in a study of the OSEP exiting data. The data from the study suggest that a substantial number of students with speech or language impairments, age 14 and older that are returned to regular education, are reported by States as status unknown exiters. This finding is discussed in greater detail later in this chapter.

In contrast to graduation with diploma, dropouts provide an indicator of these students with disabilities who fail to complete a program. Students with emotional disturbances were the most likely to drop out: 39.1 percent of these students exited by dropping out of school.

Means of Exit by Age

When looking at the data on students exiting by age, one must keep in mind that the options for 14, 15, and 16 year olds exiting the educational system are limited. It would be quite uncommon, for example, for a 14 year old to receive a high school diploma. On the other hand, mandatory attendance laws in most States prohibit students from dropping out before age 16. Therefore, as shown in Appendix A, table AD2, the majority of students with disabilities age 14 and 15 exiting the educational system were reported in the status unknown-exit category (72.8 percent and 64.7 percent, respectively). It is likely that many of these students are among the "unofficial dropouts," those who stopped attending school but did not formally withdraw. Students exiting at age 16 are more likely to drop out (63.0 percent) than to exit by any other basis. As would be expected, 18 and 19 year olds were most likely to exit through receipt of a diploma or certificate. For students 21 and older, the most common basis of exit is reaching the maximum age for services. Federal funds are available for special education students through the age of 21. States, however, set the upper age limit for services at ages ranging from 17 to 25. Most commonly, States mandate serving students through age 20 or 21.

Measuring Graduation and Dropout Rates

The dropout rate and how to measure it are of considerable concern in both special and regular education. The OSEP dropout rate reflects the number of formal withdrawals, or the percentage of exiting students who formally withdraw. However, it is quite likely that some students who did not formally withdraw are also dropouts--students who simply stopped attending school or students who moved out of the district and did not re-enroll in their new school district. For OSEP reporting, States would typically report these students under the status unknown-exit category. It is likely, therefore, that the OSEP dropout figure is an underestimate of the true number of students with disabilities who drop out of school.

Other methods of measuring completion rates are used in regular education. For example, the Department of Education's State Education Performance Chart obtains a graduation rate for individual States by dividing the number of high school graduates in each State by the ninth grade enrollment three years earlier, adjusted for migration. However, this method does not account for the fact that many students take more than four years to graduate, some drop out and re-enter, and some receive certificates of completion or modified diplomas rather than standard diplomas.

An alternate method uses data from the Current Population Survey, which is a monthly nationally representative survey of households, conducted by the U.S. Bureau of the Census. Respondents are asked if they were enrolled in school one year prior to the survey date, if they graduated, and if they are still enrolled. One can then estimate the number of students who dropped out in the previous year by taking the number of students who were enrolled in the previous year, are not currently enrolled and did not graduate, and dividing it by the number of persons who were enrolled in the previous year. While this measure takes into account the fact that some students take more than four years to complete high school (and some less), it does not recognize that students who drop out may re-enter or may receive a high school equivalency diploma (GED).

The National Center for Education Statistics (NCES) is currently field testing the collection and reporting of two new statistics: the number and rate of dropouts. NCES defines a dropout as an individual who:

1) was enrolled in school at some time during the previous school year;

2) was not enrolled at the beginning of the current school year;

3) has not graduated from high school or completed a State- or district-approved educational program; and

4) does not meet any of the following exclusionary conditions:

    - transfer to another public school district, private school, or State- or district-approved education program;

- temporary absence due to suspension or school-approved illness; or

- death.

The NCES dropout data, which may be added to the Common Core of Data (CCD) in 1991-92, will provide dropout information for grades 7 through 12 by ethnic group and gender. Students with disabilities will not be counted separately from nondisabled students, but they will be included in the counts.

The field test will also assess the utility of three different denominators for student membership counts for calculating dropout rates: (1) at the beginning of the school year; (2) at the end of the school year; and (3) in the fall of the following school year. At the conclusion of the pilot test, NCES will assess the denominators for accuracy and the burden associated with data collection.

The Council of Chief State School Officers (CCSSO) has developed recommendations for measuring high school completion rates. The Council recommends that NCES collect data on four categories of completers:

1) traditional high school diploma recipients;

2) non-traditional high school diploma recipients;

3) other certificate/credential recipients; and

4) GED credential recipients.

The CCSSO recommends using a cohort of 9th graders that includes only first-time 9th graders, in order to base the graduation rate more closely on expected graduates. The Council also recommends that NCES collect data on the number of students completing non-traditional programs and also periodically measure the proportion of persons age 19-24 who eventually complete high school. By recommending that NCES count students who receive non-traditional high school diplomas, certificates, or other credentials, the CCSSO takes into account the over 24,000 students with disabilities who exited in 1988-89 through receipt of these types of credentials. Counts of graduates frequently omit these high school completers.

Different dropout and graduation measures, like those described above, will produce somewhat different graduation and dropout rates, even if applied to the same population of students. For example, the OSEP count of students with disabilities exiting the educational system may undercount dropouts because, by definition, a student must formally withdraw in order to be considered a dropout. In addition, while some of these measures count dropouts, others count graduates, and yet others count completers. Attempts to compare dropout and graduation proportions ignore the population of exiting students that are neither dropouts nor graduates: those that died, moved to another district, received a GED or certificate of completion, or reached the maximum age for service. An 80 percent graduation proportion does not indicate that 20 percent of students dropped out of school. Using detailed descriptions of graduation or dropout measures and using caution in making comparisons across measures can eliminate some of the confusion regarding data on dropout and completion rates. In addition, ongoing initiatives to coordinate high school completion data collected by different Federal agencies and offices, and may ultimately permit data comparisons to validate the accuracy of counts, or contrasts, to show variation across subpopulations. At present, such comparisons and contrasts are not possible because definitions and methods of analysis differ across agencies and offices.

Comparability in OSEP Exiting Data

Recent interest in the measurement of dropout and graduation rates as outcome indicators brought additional attention to the OSEP State-reported data on students with disabilities exiting the educational system, raising questions about the comparability of the data.

States vary a great deal in the percentages of students with disabilities that graduate, receive certificates of completion, or drop out. For example, in 1988-89, the percentage of students with disabilities that exited the educational system with a diploma ranged from 12 percent in one State to 87 percent in another. Likewise, the percentage of exiters who dropped out ranged from 1 percent in one State to 48 percent in another.

In order to understand this variation, OSEP contracted with Decision Resources Corporation (DRC) to assess the reliability and validity of these outcome indicators. The first phase of this effort was conducted by the National Association of State Directors of Special Education (NASDSE); information was collected on State policies and data collection procedures that affect reports of students with disabilities exiting the educational system. DRC then analyzed those data; the results of the analyses are reported below. In the second phase of the study, DRC will conduct site visits to several State educational agencies, local educational agencies, and schools to examine how exiting data are collected, what decision rules apply to the data collection, how decision rules are implemented at the district and school level, and what factors affect the accuracy of exiting data. The findings of both phases of this study will be used to improve the instructions for enhancing the comparability of the exiting data across States.

The DRC analyses of State policies and data collection procedures are described below for each of the OSEP bases of exit: graduation with a diploma; graduation with a certificate; reaching the maximum age for service; dropping out; and status unknown.

Graduation with a Diploma

One factor that contributes to the variation across States in the exiting status of students with disabilities is differences in high school graduation requirements. A diploma in one State does not indicate the same attainment as a diploma in another State since the requirements for graduation differ. Diplomas may be awarded based on total credits requirements, subject area credit requirements, or minimum competency test requirements.

In order to examine the relationship between State graduation requirements and the exiting status of students with disabilities, DRC conducted several analyses. In the first, DRC ran a correlation on the percentage of exiting students in each State receiving a diploma and the total number of Carnegie units required for graduation. In the second analysis, DRC compared the exiting status of students in two groups of States, those that require minimum competency testing for graduation and those that do not.[13]

A large negative correlation between the percentage of students exiting with a diploma and total credits required for graduation would indicate that students with disabilities were less likely to graduate with a diploma if they resided in a State with stringent credit requirements. However, the analysis shows a weak positive relationship between the total number of Carnegie units required for graduation and the percentage of students with disabilities exiting with a standard high school diploma. The correlation coefficient was .21.

A relationship did emerge, however, between minimum competency test requirements and the exiting status of students with disabilities. States with minimum competency test requirements have a lower percentage of students with disabilities exiting with a diploma (39.2 percent) than States without minimum competency tests (50.4 percent). Conversely, States with minimum competency testing had greater percentages of students receiving certificates of completion (11.8 percent) than States without minimum competency testing (8.2 percent). These data would suggest that students with disabilities are less likely to graduate with a standard diploma if the State in which they reside has a minimum competency test requirement. However, this is also true of students without disabilities. Overall, States with minimum competency test requirements graduate 70.6 percent of their students compared to 75.1 percent in States without minimum competency testing.[14] In some cases, students in these States may be receiving certificates of completion, awarded to students who complete adequate numbers of Carnegie units but do not pass the required competency test.

Graduation with a Certificate

States offer various types and numbers of certificates of completion for students with disabilities. These might include completion of an IEP, modified diploma, or certificate of attendance. While one might expect that States offering more types of certificates would have a greater proportion of exiters receiving these credentials, the data did not support this hypothesis.

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[13] Data on State high school graduation requirements were taken from *State Education Indicators 1989*, Council of Chief State School Officers, 1990.

[14] Data on general education graduation rates obtained from the Department of Education's Performance Chart, 1989.

There was no clear relationship between the number and types of certificates available in a State and the percentage of exiters receiving those certificates.

Reaching the Maximum Age for Service

States also vary in the maximum age at which students with disabilities are eligible for special education services. Maximum age mandates range from 19 to 25, with 20 or 21 being most typical (Federal funding under IDEA ends at age 22). One might expect that State differences in the maximum age for service would influence the percentage of students "aging out" of special education. Students who had the option of staying in school through age 25, for example, would have a greater opportunity to complete the requirements for a diploma or certificate than students who reached the maximum age for service at age 20. However, data collected did not support this theory. This result may reflect the fact that 28 States reported allowing students, in some instances, to remain beyond the maximum age for services. Most frequently, students who reached the maximum age were permitted to remain in school through the end of the school year or, in special circumstances, local funds were used to provide services for students beyond the maximum age.

Dropping Out

According to OSEP instructions to the States, the count of dropouts should include students who formally withdrew from school without completing an educational program. However, as previously mentioned, some students who drop out of school do not officially withdraw, and therefore are not included, by definition, in the OSEP State-reported dropout data. According to OSEP reporting guidelines, these students should be included under the status unknown category. Some observers believe that a large percentage of the students reported under the status unknown category are, in fact, dropouts. However, when State officials are asked to estimate what percentage of students reported under the unknown basis of exit are actually dropouts, their responses vary considerably. Estimates by State officials of the percentage of students in the status unknown category who are actually dropouts range from none to 89 percent.

The OSEP dropout data are further complicated by the fact that contrary to OSEP guidelines, 23 of the States reported the inclusion of some students who have not formally withdrawn in their counts of dropouts. These 23 States reported, on average, 4 percent more of their students exiting by dropping out (30 percent), than those States that counted only formal withdrawals (26 percent).

Status Unknown Basis of Exit

The count of students exiting for unknown reasons may include:

- students who moved out of the district but were not known to be continuing their education;

- students who died; and

- students who exited for other or unknown reasons.

As previously mentioned, this category includes students who dropped out of school but did not officially withdraw.

Some researchers and policy makers consider the large percentage of students (17 percent) exiting through the status unknown basis as an important threat to the validity of the OSEP exiting indicators. In order to address this concern, DRC looked more closely at the States reporting large numbers and percentages of students exiting under the status unknown category and also at the types of students included in the count.

The State with the largest number and percentage of students exiting through the status unknown basis of exit is California; 14,182 students, or 58.9 percent of the State's total exiters, were included in this category. In fact, California accounts for 33 percent of all students with disabilities in the country leaving the educational system through the status unknown exit category. Pennsylvania accounts for an additional 15 percent, Illinois accounts for 10 percent, and Michigan accounts for 6 percent. These data indicate that the frequent use of the status unknown exit category is not a national problem, but a problem in a few States. When the percentage of students with disabilities exiting through the status unknown basis of exit is recalculated for the nation, excluding the four States mentioned above, it drops from 17 percent to 8 percent.

When telephoned for this study, the data manager for the California Department of Education had no explanation for the high use of the status unknown category. However, in addition to the OSEP specified bases of exit, the data form used by the California Department of Education includes a count of students returning to regular education. Perhaps State or local officials are including in the status unknown category students who returned to regular education. Each of the other three States mentioned count students in the status unknown-exit category not intended for inclusion. Illinois includes students who moved out of State, transferred from elementary to high school, changed program or name, returned to regular education, and students who were withdrawn by a parent. Michigan includes return to regular education, moved to another district, moved out of State, refused services, suspended/expelled from school, and too sick to receive services. Finally, Pennsylvania counts students who returned to regular education or moved out of State in their counts of exiters. (See the section below on OSEP activities.)

The National Longitudinal Transition Study (NLTS) and OSEP State-reported data on the specific disabilities of status unknown exiters provide additional evidence that States are including students who returned to regular education in OSEP counts of exiters. The NLTS found that students with speech or language impairments are more likely than students with other disabilities to be declassified and returned to regular education. While 5 percent of all students with disabilities are declassified (returned to regular education) each year, in that same length of time

17 percent of students with speech or language impairments are declassified. OSEP data indicate that students with speech or language impairments are almost twice as likely as students with any other disability to exit through the status unknown-exit category. Together, these data suggest that students with speech or language impairments who are being declassified and returned to regular education may be counted as exiters in the status unknown category. These students, by definition, should not be included in OSEP counts of exiters because they are exiting special education, not exiting the total educational system.

The fact that some States collect data on students exiting special education rather than students with disabilities exiting the entire educational system may contribute to the problems outlined above. When States try to compile locally submitted data that include elements such as returned to regular education, moved out of district, and declassified, they may be unsure whether or not to include these students in OSEP reports and if so, under what exit category. Differences between State and Federal data elements and definitions complicate Federal reporting. Some SEAs have developed complex crosswalks for feeding State data into the proper Federal categories. Others may be unable to reconcile data differences, leading to inaccuracy in Federal reporting.

Data from the NASDSE survey indicate that States using an exact replica of the OSEP exiting form (15 States) report fewer students under the status unknown-exit category than those using their own data collection form (34 States). In fact, as a group, States using an exact replica of the OSEP form reported 9.1 percent of exiters in the unknown-basis-of-exit category, compared with 21.5 percent of exiters in States using a different form. These data are clearly skewed by the four States mentioned above. When the percentage of exiters in the status unknown category is recalculated for States using their own data form but excluding those four States, the figure drops from 21.5 percent to 11.5 percent. Some States and districts that collect data that do not precisely match the OSEP reporting requirements (such as students moving out of State or out of district) may use the status unknown category as a catchall for exiters that meet State but not OSEP definitions.

The assumption that researchers and policy-makers have made in the past is that students in the status unknown category are primarily dropouts. However, this does not appear to be the case. It appears that a large portion of the students in the status unknown-exit category are not, in fact, exiting from the educational system. In addition, we must consider the other students in the category, i.e., students who moved and were not known to be continuing their education, students who died, and students who stopped attending school but did not officially withdraw. No data are available on students with disabilities who moved or stopped attending school but did not officially withdraw. However, there are some data on the number of students with disabilities who died. DRC conducted brief telephone interviews with officials in nine States that collect data on student deaths. In total, the nine States counted 226 deaths among students with disabilities in 1988-89. This figure represents .7 percent of exiters in those nine States.[15]

Conclusions and OSEP Follow-up Activities

It appears that several State policies and practices affect the actual or reported percentage of students with disabilities exiting the educational system through each basis of exit. Among those identified were minimum competency test requirements for graduation and the use of State exiting categories not identical to those submitted to OSEP.

Without national graduation requirements, State-to-State differences in policy, such as minimum competency test requirements, are bound to influence the exiting status of high school students. This will be true regardless of the graduation or dropout indicator used.

State data collection procedures are being revised in order to make data more comparable across States. For example, OSEP exiting forms will be revised to explain precisely what students belong in the status unknown category. OSEP reporting instructions will explicitly state that students returning to regular education, either due to declassification or parental refusal, should not be reported as exiters. This will reduce the number and percentage of students reported as exiting with status unknown. In addition, OSEP will continue to work closely with those States reporting large percentages of students in the status unknown category to identify additional causes for this problem.

Despite some problems of comparability across States, the OSEP State-reported data on students with disabilities exiting the educational system offer some unique information unavailable from other sources. These include:

- counts of exiters by disability, age, basis of exit, and State; and
- counts of exiters receiving certificates of completion as well as standard high school diplomas.

Recommendations for new dropout measures rarely offer this extensive type of information. Data on dropout or completion rates rarely collect information specific to students with disabilities. Special studies in the special education arena frequently do not allow State estimates of dropout and completion rates because samples are chosen to be nationally representative rather than representative of students in each State. Therefore, the specificity of the OSEP State-reported exiting data makes it useful in terms of assessing the condition of special education programs and allow targeting of attention to at-risk students with certain disabilities, in identifiable age groups and States.

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[15] The National Longitudinal Transition study found that .4 percent of their sampled students age 12-21 died between the time the initial sample was selected and the time students were contacted regarding participation in the study (approximately 1 year). Therefore, it appears that less than 1 percent of the students exiting the educational system are accounted for by deaths.

As part of a review of their current data collection, OSEP has constituted a task force to discuss the data collection, alternative exiting data that might be collected from States, and alternative methods of collecting and analyzing exiting data. The task force is composed of several State Directors of Special Education, university researchers, and representatives of the U.S. Bureau of the Census, NCES, the Council of Chief State School Officers, the National Association of State Directors of Special Education, and OSEP. The task force met in November 1990 and arrived at a preliminary set of recommendations for revising the OSEP exiting data collection, in order to resolve problems with current data and make OSEP's data more comparable to data collected by NCES and the Census Bureau. The recommendations are being finalized and will be distributed to State educational agency staff and other stakeholders for input.

PERSONNEL EMPLOYED AND NEEDED

In the years subsequent to the passage of the Education of the Handicapped Act, now known as Individuals with Disabilities Education Act (IDEA), States and school districts initiated delivery of progressively varied and complex services to children with disabilities as well as extended the services to a broader age range. These actions resulted in greater demand for special education personnel and related services personnel. The 1983 Amendments to EHA, now IDEA, promoted services for transition and to infants, toddlers, and preschoolers and the 1986 Amendments provided fiscal incentives to offer services to infants, toddlers, and preschoolers. These two Amendments increased the need for highly trained personnel.

The discussion that follows presents data on the number of special education teachers and other personnel employed and needed to serve students with disabilities as mandated by Congress. In addition, comparisons are made between school years 1987-88 and 1988-89.

Personnel Employed

The Office of Special Education Programs (OSEP) collects State-reported data on personnel employed in full-time equivalents (FTEs) (or fractions thereof) according to the student disability group teachers primarily serve. Personnel are counted each year as of December 1. For students age 6-21 with disabilities, States report the number of teachers employed according to the disability of the students they serve. Also, States report the number of staff other than teachers by profession (e.g., nurses, physical therapists, etc.). Since 1987-88, as mandated by the 1986 Amendments to EHA, now IDEA, personnel employed to serve children age 3-5 have not been reported by disability.

In 1988-89, the total FTE of special education teachers employed under IDEA and Chapter 1 of ESEA (SOP) to serve all special education students was 300,503, an increase of 3,469 or 1.2 percent over the figure for 1987-88 (297,034). During the same time period, the total number of children served increased by 100,250, or 2.2 percent. By contrast, between 1986-87 and 1987-88, the total number of teachers employed grew by 838, a 0.3 percent increase in a year.

In 1988-89, 13,957 special education teachers were employed to serve children age 3-5 compared to 12,718 in the previous year. Much of the growth in the number of special education teachers employed can be attributed to the addition of preschool teachers employed to serve this newly targeted group of students.

The number and distribution of special education teachers employed to serve children and youth age 6-21 for the 1988-89 school year are presented in table 1.13. States and Outlying Areas reported that the number of special education teachers employed to serve this age group grew from 284,316 in 1987-88 to 286,546 in 1988-89, an increase of approximately 0.8 percent. The largest group of teachers was employed to instruct students with specific learning disabilities, comprising 30.7 percent (88,032) of all special education teachers in 1988-89. However, since school year 1987-88, the number of teachers for students with specific learning disabilities declined by 3.5 percent (3,180) while the number of students being served with specific learning disabilities increased by 3.3 percent (66,470). From 1987-88 to 1988-89, teachers identified as serving specific disability groups decreased. Cross-categorical teachers grew by 17,554 or 36.6 percent between 1987-88 (47,950) and 1988-89 (65,504). This group accounted for the net gain in teachers employed compensating for losses in all other categories of teachers.

Table 1.13 also shows the composition of special education teachers in terms of the percentage of teachers employed to serve students with each disability. Cross-categorical teachers are also included. The greatest changes in this composition from 1987-88 to 1988-89 were for teachers of cross-categorical classes (up 36.6 percent) and teachers of students with mental retardation (down 2.1 percent). States reported that 44,668 or 15.6 percent of special education teachers were employed to teach students with mental retardation, a decrease of 5,679 from the previous year. Teachers of students with speech or language impairments accounted for 37,139 or 13.0 percent of all teachers employed. Somewhat fewer teachers, 27,547 or 9.6 percent, served students with serious emotional disturbance. States reported that 262,890, or 91.7 percent of all teachers employed to teach students with disabilities age 6-21 were employed in these five categories.

Table 1.14 presents the number and percentage change in special education personnel other than teachers employed to serve children age 3-21 with disabilities, for the 1987-88 and 1988-89 school years. States and Outlying Areas reported that 255,904 non-teaching staff were employed in 1988-89, an increase of 6.2 percent over the 1987-88 figure of 240,978. This increase carries on the growth trend evident in the previous reporting period. Between 1986-87 and 1987-88, non-teaching staff had grown by 8 percent. Paraprofessionals, or teacher's aides, composed more than half the percentage of total staff employed (56.6 percent or 144,907). In that year's period, the number of recreational therapists employed declined dramatically (-40.6 percent from 478 to 284) while the number of work-study coordinators dropped -28.5 percent (from 1,836 to 1,313).

TABLE 1.13

Special Education Teachers Employed to Serve Students with Disabilities Age 6-21: Number and Percentage Change, School Years 1987-88 and 1988-89

Type of Disability	Teachers Employed 1987-88	Teachers Employed 1988-89	Change from 1987-88 to 1988-89 (%)	Total Employed 1988-89 (%)
Specific learning disabilities	91,212	88,032	-3.5	30.7
Speech or language impairments	38,846	37,139	-4.4	13.0
Mental retardation	50,347	44,668	-11.3	15.6
Serious emotional disturbance	28,521	27,547	-3.4	9.6
Hearing impairments	7,857	7,062	-10.1	2.5
Multiple disabilities	9,522	7,575	-20.4	2.6
Orthopedic impairments	3,554	3,143	-11.6	1.1
Other health impairments	2,873	2,763	-3.8	1.0
Visual impairments	3,283	2,892	-11.9	1.0
Deaf-blindness	351	221	-37.0	.1
Cross-categorical	47,950	65,504	36.6	22.8
Total	284,316	286,546	.8	100.0

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

TABLE 1.14

Special Education Personnel Other Than Teachers Employed to Serve Students with Disabilities Age 3-21: Number and Percentage Change, School Years 1987-88 and 1988-89

Type of Personnel	1987-88	1988-89	Change from (1987-88 to 1988-89) (%)	Total Employed 1988-89 (%)
Psychologists	19,547	17,853	-8.7	7.0
School social workers	8,202	8,559	4.4	3.3
Occupational therapists	3,938	4,207	6.8	1.6
Audiologists	1,234	1,323	7.2	0.5
Paraprofessionals	128,738	144,907	12.6	56.6
Vocational education teachers	5,300	4,913	-7.3	1.9
Work-study coordinators	1,836	1,313	-28.5	0.5
Physical education coordinators	5,579	5,957	6.8	2.3
Recreational therapists	478	284	-40.6	0.1
Diagnostic staff	7,470	8,994	20.4	3.5
Supervisors	15,886	15,707	-1.1	6.1
Physical therapists	2,793	3,003	7.5	1.2
Counselors	6,684	6,995	4.7	2.7
SEA supervisors	1,157	1,209	4.5	0.5
Other non-instructional staff[a]	32,136	30,681	-4.5	12.0
Total	240,978	255,904	6.2	100.0

[a] Includes staff involved in health services (nurses, psychiatrists, etc.), food services, maintenance, pupil transportation, etc.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).

The large percentage decreases in three categories of other personnel employed can be attributed to huge changes in just one State for each category. Nationally, there were 194 fewer recreational therapists reported (a 40.6 percent decrease), but New York alone had a decrease of 173. Similarly for work-study coordinators, the national reduction of 524 (-28.5 percent) is primarily composed of Texas' loss of 477.4 work-study coordinators. Finally, the 1,701 drop in psychologists nationally is explained largely by Connecticut's reporting of 1,865.4 fewer psychologists in 1988-89 compared to the previous year.

Therefore, the national data should not be interpreted as most States following a strong trend toward fewer recreational therapists, work-study coordinators, and psychologists. Instead, most States reported very small or no changes with the single exceptions being the States noted above. Furthermore, at least in the case of Texas, the reported change may be at least partially due to changes in data collection methods and definitions, rather than actual decreases. In past years, there have been only small decreases or increases in these categories of personnel.

The largest positive shifts noted in the employment of staff other than teachers were a 20.4 percent increase in the number of diagnostic staff, and a 12.6 percent increase in the number of paraprofessionals. Small decreases occurred among the numbers of psychologists, vocational education teachers, other non-instructional staff, and supervisors employed. Categories with percentage increases from 1987-88 to 1988-89 include audiologists, physical therapists, occupational therapists, physical education coordinators, counselors, school social workers, and SEA supervisors.

Personnel Needed

The annual OSEP State-reported counts on personnel needed to serve children with disabilities represent the only national estimates of special education personnel need. This report uses two types of measures to estimate numbers of personnel needed: (1) personnel needed to fill budgeted vacancies, and (2) personnel needed to replace staff who were not appropriately and adequately prepared or trained for the position held.

For 1988-89, States and Outlying Areas reported that 27,977 additional teachers were needed to fill vacant positions and replace uncertified staff for children 6-21 years old. Counts and distribution of special education teachers needed to serve children age 6-21 by disability during the 1988-89 school year are shown in table 1.15. As with personnel employed, staff needed are recorded in full-time equivalents (FTEs). For students age 6-21 with disabilities, States reported teachers needed according to the disability of the student. Staff other than teachers are counted by profession. As with teachers and staff employed, data on personnel needed are not collected for children 3-5 years old by disability category. States reported 2,229 special education teachers needed to teach these children during the 1988-89 school year. This figure reflects a 28.6 percent decrease from the 3,121 teachers needed in 1987-88.

TABLE 1.15

Special Education Teachers Needed to Serve Students Age 6-21 by Type of Disability: Number and Distribution, School Years 1987-88 and 1988-89

Type of Disability	Teachers Needed 1987-88	Total Needed 1987-88 (%)	Teachers Needed 1988-89	Total Needed 1988-89 (%)
Specific learning disabilities	7,759	29.1	6,853	24.5
Speech or language impairments	3,598	13.5	3,110	11.1
Mental retardation	3,999	15.0	3,341	11.9
Serious emotional disturbance	4,388	16.5	4,553	16.3
Hearing impairments	610	2.3	622	2.2
Multiple disabilities	776	2.9	788	2.8
Orthopedic impairments	365	1.4	261	.9
Other health impairments	316	1.2	339	1.2
Visual impairments	394	1.5	360	1.3
Deaf-blindness	50	0.2	36	.1
Cross-categorical	4,398	16.5	7,714	27.6
Total	26,653	100.0	27,977	100.0

Note: Personnel needed include: (1) number of vacancies that occurred, even if subsequently filled; and (2) number of additional personnel needed to fill positions occupied by noncertified or nonlicensed staff.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Table 1.15 also shows the percentage of teachers needed, across disabilities of students served, as a function of all teachers needed for both the 1987-88 and 1988-89 school years. Overall, the differences in percentages between the two years were minimal. The most notable differences were for teachers of students with specific learning disabilities, mental retardation, and speech or language impairments and teachers designated in the cross-categorical category. Proportionally fewer teachers of students with specific learning disabilities, speech or language impairments, and mental retardation were needed in 1988-89, compared to 1987-88. In contrast, a much larger relative proportion of cross-categorical teachers were needed in 1988-89 than in 1987-88.

State reports show an inverse relationship in the data on teachers employed and needed in 1987-88 and 1988-89. While the number of teachers employed increased by 3,339 between 1987-88 and 1988-89, the number of teachers needed decreased from 29,774 to 27,977, a decrease of 1,797. States reported that the greatest unmet demand was for teachers serving children in cross-categorical classes, with 7,714 teachers needed. Next in need were teachers of students with specific learning disabilities (6,853 or 24.5 percent), students with serious emotional disturbances (4,553 or 16.3 percent), students with mental retardation (3,341 or 11.9 percent), and students with speech or language impairments (3,110 or 11.1 percent). These last four categories accounted for nearly two-thirds of all teachers needed. Approximately 9 percent of the teachers needed were for the categories of multiple disabilities, hearing impairments, visual impairments, other health impairments, orthopedic impairments and deaf-blindness.

Table 1.16 shows the number and distribution of special education personnel other than teachers needed to serve students with disabilities 3-21 years old during the 1988-89 school year. States and Outlying Areas indicated a need for an additional 15,594 staff for all categories of personnel other than special education teachers. A similar figure (15,571) for personnel needed was reported for 1987-88. As in 1987-88, States continued to report their greatest needs were for paraprofessionals (5,990), other non-instructional staff (2,182), and psychologists (1,411).

CONCLUSION

The Office of Special Education Programs (OSEP) uses the data reported in this chapter to assess progress toward the provision of free and appropriate educational services to all children with disabilities. The child count, educational placement, exiting, and personnel data are employed as indicators of service provision.

This year's child count data indicates that the number of students identified with disabilities increased, as it has done every year since 1976. Most observers believe that, with few exceptions, children with disabilities now have access to educational services, which was clearly not the case during the early 1970s. From a longitudinal perspective, it is of particular interest that the identification rate of specific learning disabilities has increased while those of mental retardation and speech or language impairments have decreased. OSEP is particularly interested in investigating the reasons for these changes.

TABLE 1.16

Special Education Personnel Other Than Teachers Needed to Serve Students with Disabilities Age 3-21: Number and Distribution, School Year 1988-89

Type of Personnel	Personnel Needed	Total Needed (%)
Psychologists	1,411	9.0
School social workers	898	5.8
Occupational therapists	699	4.5
Audiologists	207	1.3
Paraprofessionals	5,990	38.4
Vocational education teachers	512	3.3
Work-study coordinators	286	1.8
Physical education coordinators	417	2.7
Recreational therapists	104	0.7
Diagnostic staff	651	4.2
Supervisors	756	4.8
Physical therapists	636	4.1
Counselors	740	4.7
SEA supervisors	105	0.7
Other non-instructional staff[a]	2,182	14.0
Total	15,594	100.0

[a] Includes staff involved in health services (nurses, psychiatrists, etc.), food services, maintenance, pupil transportation, etc.

Note: Personnel needed include: (1) number of vacancies that occurred, even if subsequently filled; and (2) number of additional personnel needed to fill positions occupied by noncertified or nonlicensed staff.

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis Systems (DANS).

The educational placement data are used, in part, to show the extent to which students with disabilities are educated with their nondisabled peers. The comparison of the 1987-88 and 1988-89 data suggests that, in general, a larger number and percentage of children were educated in less restrictive environments in 1988-89 than in the previous year. OSEP is currently sponsoring a number of projects aimed at discovering effective methods for educating students with disabilities in regular education buildings and classrooms.

As another indicator of service provision, the exiting data suggest that large percentages of students with disabilities exit school by dropping out. The dropout percentage is particularly pronounced for students with serious emotional disturbance. OSEP is currently funding a number of dropout prevention programs in an effort to keep students with disabilities in school until they complete their educational program.

The personnel employed data show that the great majority of special education teachers are employed to serve children with specific learning disabilities, speech or language impairments, mental retardation, and serious emotional disturbance. Of great concern is the large number of special education teachers needed. Personnel needs are greatest for teachers serving students in cross-categorical programs, as well as teachers of students with specific learning disabilities, serious emotional disturbance, mental retardation, and speech or language impairments. OSEP is working with States to assist them in better predicting, and thus managing, their personnel needs.

While the State-reported data provide basic indicators of service provision, they do not assess, with the exception of the exiting data, the outcomes of the provision of special education to children with disabilities. The Center for Outcome Assessment for Children and Youth With Disabilities is an OSEP sponsored project which will develop a set of indicators (both in-school and post-school outcomes) to measure the success of educational programs for students with disabilities. These indicators may include academic achievement, self-esteem, psycho-social development, employment, and independent living. While many States have made concerted efforts to obtain such outcome data, these efforts are not based on similar conceptual frameworks which define a comprehensive system of outcome indicators. The Center for Outcome Assessment will develop a comprehensive indicator system to enhance the comparability, interpretability, and use of outcome data.

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CHAPTER 2

MEETING THE NEEDS OF INFANTS, TODDLERS, AND PRESCHOOL CHILDREN WITH DISABILITIES

Building an improved system of services for young children with disabilities, and their families, was the focus of a variety of activities carried out at the Federal, State, and local level during FY 1990. The Office of Special Education Programs continued to administer the Program for Infants and Toddlers with Disabilities and the Preschool Grants Program and support many innovative discretionary projects designed to promote more effective practices. States and eligible jurisdictions continued their efforts to develop policies and programs consistent with P.L. 99-457, the 1986 Amendments to the Education of the Handicapped Act, now the Individuals with Disabilities Education Act. Both the Program for Infants and Toddlers with Disabilities (Part H) for children birth through age 2 and the Preschool Grants Program for 3-5 year olds have a phase-in period to allow States several years to build the service delivery system envisioned in the legislation. Federal FY 1990 is the fourth year of funding for both programs.[1]

Part H authorizes assistance to States to address the needs of infants and toddlers with disabilities, and their families. The State grants support coordination across agencies and disciplines to ensure that comprehensive early intervention services are available on a statewide basis. These services are designed for children below the age of 3 who meet the State's eligibility criteria for "developmental delay" (and "at risk" if a State chooses to serve these children under Part H), and their families.

The Preschool Grants Program, Section 619 of Part B of the Individuals with Disabilities Education Act (IDEA), encourages States to have a mandate in place by school year 1991-92 that ensures a free appropriate public education (FAPE) for all eligible 3-5 year old children with disabilities. A system of financial incentives and sanctions was incorporated into the program to increase State participation. Federal requirements governing the Preschool Grants Program are the same as those for the Part B Program. States are working to implement programs that reflect the unique needs of this age group as well as to coordinate effective transitions for children and their families as they enter and exit preschool programs.

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[1] Both programs are forward-funded. The FY 1990 appropriation is intended for use by States in FY 1991.

The Office of Special Education Programs employed a variety of strategies to improve practices in early childhood. These strategies included technical assistance, information exchange activities, demonstration projects, personnel training projects, and research. The National Early Childhood Technical Assistance System (NEC*TAS), located at the University of North Carolina, continued in the fourth year of its mission to assist States, and funded projects in developing their capacity to provide high quality comprehensive services for young children with special needs and their families. Additionally, the Department of Education, in conjunction with the other Federal agencies responsible for early intervention services, mental health, health, and other services for young children with special needs, sponsored the fourth annual Partnerships for Progress meeting. This meeting brought together over 1,500 individuals working at the Federal, State, and local level to assist States in developing partnerships among agencies, parents, and professionals for the successful implementation of P.L. 99-457.

This chapter provides an overview of some of the varied activities related to young children with disabilities funded under the IDEA during FY 1990. In the first section of the chapter, State activities related to the implementation of the Part H Program are described. The middle section of the chapter highlights Preschool Grants Program activity. Discretionary projects supported by the Office of Special Education Programs are discussed in the last section of the chapter.

IMPLEMENTATION OF THE PART H PROGRAM

Under Part H, States have until the beginning of their fifth year of participation in the program to provide statewide services through a comprehensive, coordinated, multidisciplinary, interagency early intervention system. Over the course of the first three years, States undertook a variety of activities as part of planning their system. They convened task forces to study models for individualized family service plans, service delivery options, utilization of varied funding streams, inclusion of different eligibility standards, personnel standards, etc. They supported pilot projects to explore alternative program models. Part H activity, whether meetings or actual implementation, has recently become more prominent at the local or community level as well as at the State level.

This section of the chapter describes State activity during the third year of the Part H program. For third year participation, States, Outlying Areas and the Bureau of Indian Affairs had to assure in their applications that they had adopted a policy incorporating all of the components of a statewide system (see table 2.1) or obtain a waiver from the Secretary of Education. States also had to continue to meet the requirements of Years 1 and 2, e.g., provide assurances as to the use of the funds, establish an Interagency Coordinating Council and designate a lead agency. All States and eligible entities participated in the third year of the program. Of the 58 eligible entities, 37 (64 percent) provided the required assurances concerning their policies and the remainder requested waivers.

TABLE 2.1

Fourteen Components of a Statewide System of Early Intervention Services for Infants and Toddlers With Disabilities Under IDEA

1. Definition of developmentally delayed.
2. Timetable for ensuring that all in need in the State will be served by the beginning of the fifth year of the State's participation.
3. Timely, comprehensive, multidisciplinary evaluation of needs of children and families.
4. Individualized family service plan and case management services.
5. Child find and referral system.
6. Public awareness program.
7. Central directory of services, resources, experts, research, and demonstration projects.
8. Comprehensive system of personnel development.
9. Single line of authority in a lead agency designated or established by the governor for implementation of:
    a. general administration and supervision;
    b. identification and coordination of all available resources;
    c. assignment of financial responsibility to the appropriate agency;
    d. procedures to ensure the provision of services and to resolve intra- and interagency disputes; and
    e. entry into formal interagency agreements.
10. Policy pertaining to contracting or making arrangements with local service providers.
11. Procedure for timely reimbursement of funds.
12. Procedural safeguards.
13. Policies and procedures for personnel standards.
14. System for compiling data on the early intervention programs.

Source: Summarized from IDEA, Part H.

For fourth year participation in the Part H Program, States must provide assurances that the policies are in effect and that multidisciplinary evaluations and assessments, individualized family service plans, and case management services are available to all eligible infants, toddlers and their families.

Appropriations for the first four years of the Part H program, which began in FY 1987, have been $50,000,000; $67,018,000; $69,831,000; and $79,520,000, respectively. Funding under Part H is awarded to States based on the number of children under the age of 3 in each State, according to the U.S. Census figures. The State-by-State grant awards for FY 1990, the fourth year of the program, are shown in Appendix A, table AG1. An award is not released until a State's application is approved. States have until September 30, 1991 to receive FY 1990 funds.

Number of Infants and Toddlers Being Served

The capability of the Office of Special Education Programs to report national data on infants and toddlers receiving early intervention is dependent on the capability of the designated State lead agencies to report data. The development of a data system is component 14 of an early intervention system. Many States made great strides in establishing a data system; however, for many, the process is still ongoing. Some States are still wrestling with how to merge information from different agencies to yield a count where each infant and toddler is counted only once. Other States are having difficulty getting data from all the entities which serve infants and toddlers. Thus, while the quality of the data available at the national level has improved considerably over the last two years, there is room for continued improvement in the years ahead.

To determine the number of infants and toddlers currently receiving early intervention services, OSEP collected data from the States on infants and toddlers served in: (1) Chapter 1 of ESEA (SOP) programs or (2) any other type of early intervention program. States are required to submit a count of infants and toddlers served under Chapter 1 to receive Federal funding for these children. For FY 1990, States were required to submit an unduplicated count of all children receiving early intervention services or request an exemption.

States reported to OSEP that in December 1989, they were serving 37,317 infants and toddlers with disabilities under Chapter 1 (see table 2.2). This number represented an increase of 2,905 (or 8.4 percent) over the number of infants and toddlers reported in the previous year. States varied greatly in the use of Chapter 1 of ESEA (SOP) to serve infants and toddlers in 1989-90. Massachusetts served 4,545 infants and toddlers or 1.8 percent of its population age 2 years and younger under Chapter 1. For Maryland, Nebraska, and South Dakota, less than 0.01 percent of the children under age 3 received services under Chapter 1. Eight States and Territories (American Samoa, District of Columbia, Maine, Northern Mariana Islands, Ohio, Puerto Rico, South Carolina, and the Virgin Islands) served no children younger than age 3 with Chapter 1 funds.

TABLE 2.2

Number of Infants and Toddlers (Birth-2 Years) Who Received
Early Intervention Under Chapter 1 of ESEA (SOP)
Programs and Other Programs: December 1, 1989

State	Chapter 1	Other Programs	Birth-2 Years Total	Birth-2 Years Population (%)
Alabama	146	2,676	2,822	1.59
Alaska	276	222	498	1.56
Arizona	460	4,273	4,733	2.49
Arkansas	630	0	630	0.61
California	1,125	107,618	108,743	7.11
Colorado	735	1,590	2,325	1.49
Connecticut	606	246	852	0.61
Delaware	136	329	465	1.55
District of Columbia	0	468	468	1.56
Florida	1,358	16,796	18,154	3.36
Georgia	215	486	701	0.23
Hawaii	346	2,610	2,956	5.47
Idaho	261	596	857	1.86
Illinois	1,853	4,966	6,819	1.30
Indiana	1,616	25	1,641	0.70
Iowa	817	0	817	0.74
Kansas	383	717	1,100	0.96
Kentucky	560	223	783	0.53
Louisiana	672	400	1,072	0.51
Maine	0	2,619	2,619	5.14
Maryland	20	4,122	4,142	1.89
Massachusetts	4,545	0	4,545	1.80
Michigan	500	2,511	3,011	0.73
Minnesota	1	1,771	1,772	0.90
Mississippi	60	458	518	0.43
Missouri	412	1,892	2,304	1.04
Montana	241	210	451	1.33
Nebraska	5	514	519	0.74
Nevada	261	15	276	0.52
New Hampshire	634	0	634	1.22
New Jersey	2,335	0	2,335	0.69
New Mexico	1	664	665	0.83
New York	101	11,035	11,136	1.39

Table 2.2 (continued)

State	Chapter 1	Other Programs	Birth-2 Years Total	Birth-2 Years Population (%)
North Carolina	117	2,738	2,855	1.01
North Dakota	188	0	188	0.65
Ohio	0	13,566	13,566	2.90
Oklahoma	4	506	510	0.38
Oregon	991	0	991	0.85
Pennsylvania	4,482	207	4,689	0.97
Rhode Island	448	430	878	2.04
South Carolina	0	1,619	1,619	1.01
South Dakota	2	225	227	0.69
Tennessee	43	4,258	4,301	2.10
Texas	4,924	2,144	7,068	0.80
Utah	1,099	16	1,115	1.07
Vermont	118	309	427	1.78
Virginia	151	9,906	10,057	3.72
Washington	1,307	2,916	4,223	1.97
West Virginia	599	288	887	1.36
Wisconsin	1,238	980	2,218	1.06
Wyoming	295	0	295	1.48
American Samoa	0	29	29	
Bureau of Indian Affairs	0	121	121	
Guam	0	No data submitted	23	
Commonwealth of Northern Marianas	0	23	2,948	
Puerto Rico	0	2,948		
Virgin Islands	0	No data submitted		
Total 50 States, DC	37,317	210,160	247,477	2.19

Data on infants and toddlers and their families receiving early intervention through other early intervention programs were received from 55 of the 57 States and Territories. These data are also shown in table 2.2. A total of 210,160 infants and toddlers were reported as receiving early intervention services through other programs on December 1, 1989. Combining the two counts submitted to OSEP reveals that 247,477 children below age 3 received early intervention services. This represents 2 percent of the resident population below age 3. As discussed above, there is some unknown degree of error in these data due to problems with the count of children in other early intervention programs. Some children may be counted more than once and others may not be counted. The data also represent the number of infants and toddlers served on a given day. The number served over a 12-month period would probably be considerably higher.

To assist States in the development of their data systems, the Office of Special Education Programs awarded six grants to establish demonstration projects to develop or improve and evaluate automated information services for tracking, managing, and planning services for young children with disabilities birth through age 2 and their families. The State of Ohio, for instance, will be implementing an automated information management system (IMS) for early intervention. The IMS will provide child count data to the lead agency and enable the lead agency to conduct evaluations of the quality and effectiveness of the service system. Through a State-level interagency data linkage mechanism, the IMS will provide referral, tracking, and transition information to the local levels of the system. The statewide system will link data from such sources as the Title V Maternal and Child Health program, Medicaid, Newborn Hearing Screening, Education, and Mental Retardation and Developmental Disabilities.

Overall Progress on the Fourteen Components

In FY 1986, the Office of Special Education Programs funded a five-year cooperative agreement to study State policy development and implementation of the Part H Program. This project, the Carolina Policy Studies Program (CPSP), is located at the University of North Carolina. To assess State progress, the CPSP developed a scale for rating progress on each of the 14 components. This scale was completed by State Part H coordinators in the spring of 1989 and again in the spring of 1990. The scale assesses the policy making process with regard to three stages:

- Policy Development - the generation of a set of written rules and procedures which would guide components of the system such as resources, population to be served, personnel, etc.
- Policy Approval - the actions necessary to obtain official sanction for the policies that have been developed (i.e., governor, legislature, lead agency, etc.).
- Policy Application - the steps necessary to change service delivery to reflect the new policies.

Not surprisingly, States are considerably farther along in developing policies than in getting them approved or in implementing them. Table 2.3 shows the specific required components in which States made the greatest and least progress by the beginning of 1990. Defining developmental delay was the area in which States had made the most progress thus far; 39 States reported their definitions were developed or nearly developed. Most States had also developed policies for the Individualized Family Service Plan (IFSP) and for procedures for reimbursing for services. More States had approved policies in the areas of contracting for services and definitions of developmentally delayed than in other areas. Policies had been most successfully implemented in the areas of procedures for contracting for services and the development of a central directory of services. Interagency agreements and procedures for dispute resolution appeared to be an area in which the fewest States had made progress. Other problem areas included procedures for timely reimbursement and the assignment of financial responsibility.

For another perspective on State progress, the status of States in 1990 was compared to their status in 1989 to identify those areas in which the most and fewest States had made progress over the past year. Progress in policy development for each of the components is shown in figure 2.1. Of the 46 States with data at both time points, more States had made progress over the past year with regard to public awareness systems and financial responsibility for the IFSP than for any of the other components. Interagency agreements and procedures for timely reimbursement continue to be difficult areas for States.

Progress in Specific Areas

A closer examination of the State activity in critical areas related to the implementation of Part H is provided below. Areas to be reviewed include defining eligibility, parent participation on the ICC, training opportunities, and interagency agreements.

Defining the Population to be Served

Because so many of the components of Part H are dependent on knowing the population to be served, it was logical that one of the first tasks for most States was to define "developmentally delayed." The CPSP has been tracking the development of eligibility policies since Part H was enacted. The CPSP collected and analyzed the Part H definitions, some of which were in draft form, to determine how States were determining the eligible population for the program. Specifically, the CPSP examined the policies of States with regard to serving infants and toddlers deemed to be at risk and the criteria States are using to determine their eligible population.

The definitions formulated by November 1990 indicate that many States intended to serve some types of children at risk. Out of the 49 State definitions analyzed, 23 included children at risk. Seventeen included children considered at risk due to environmental conditions *or* biological conditions. An additional five States included children considered at risk due to biological factors *only*. One State included children considered environmentally at risk, but not those considered

TABLE 2.3

State Progress in Policy-making for the 14 Components
of Part H (N=50 States) July 1990

COMPONENTS IN WHICH THE MOST STATES HAVE MADE PROGRESS

Policy Development

- definition of "developmentally delayed"
- procedures for the IFSP
- procedures for contracting services
- central directory of services

Policy Approval

- procedures for contracting services
- definition of "developmentally delayed"
- central directory of services
- procedural safeguards

Policy Application

- procedures for contracting services
- central directory of services
- procedural safeguards
- Child Find system

COMPONENTS IN WHICH THE FEWEST STATES HAVE MADE PROGRESS

Policy Development

- timely reimbursement
- interagency agreements and dispute resolution
- assignment of financial responsibility
- data system

Policy Approval

- timely reimbursement
- interagency agreements and dispute resolution
- assignment of financial responsibility
- multidisciplinary evaluation

Policy Application

- interagency agreements and dispute resolution
- assignment of financial responsibility
- timely reimbursement
- multidisciplinary evaluation

Source: Harbin, G., Gallagher, J.J., Lillie, T., & Eckland, J., 1990.

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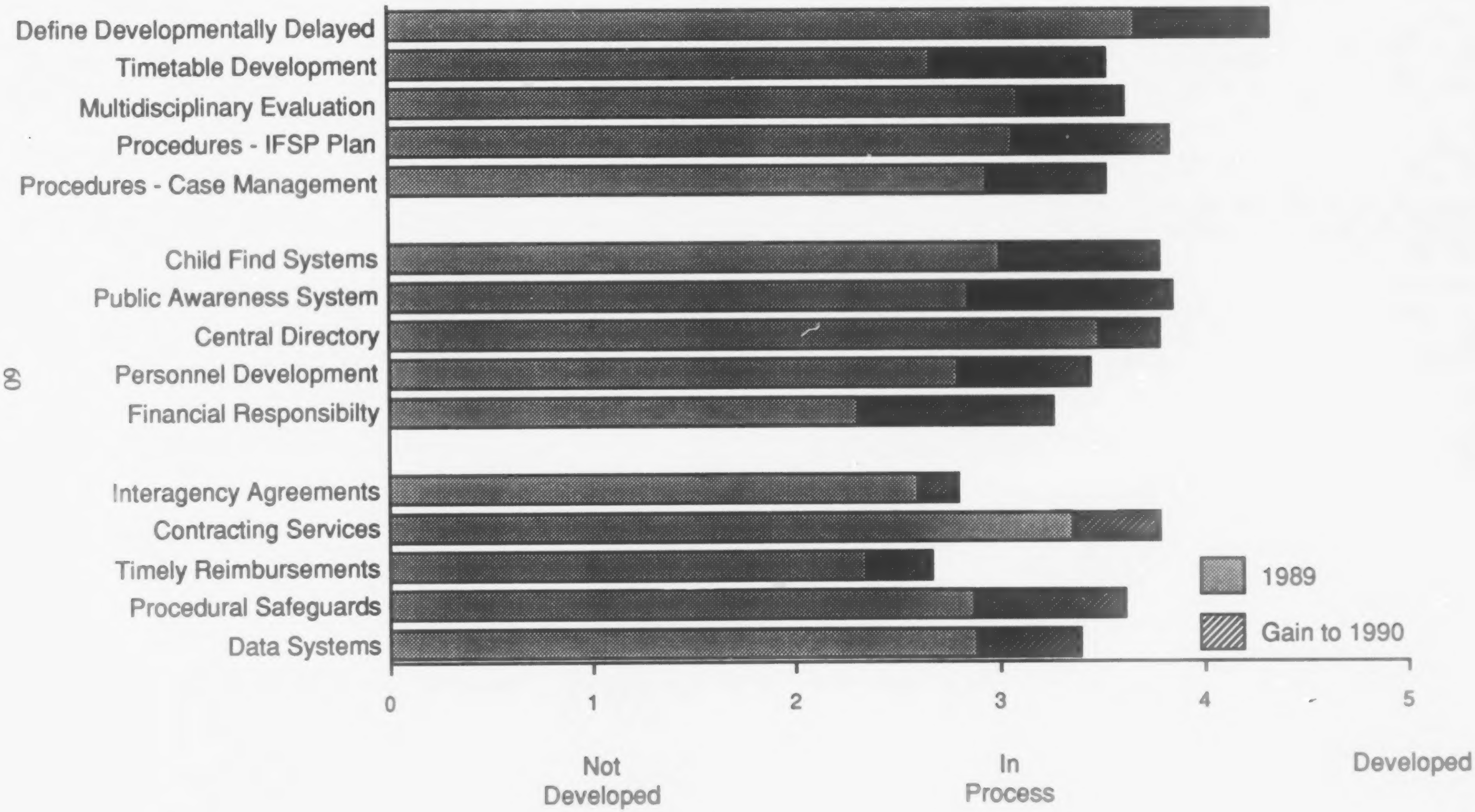
Figure 2.1

Mean Gains, State Progress in the Implementation of P.L. 99-457, Part H, Policy Development (N=46 Jurisdictions)



Source: Harbin et al. (1990) Status of States' Progress in Implementing Part H of P.L. 99-457: Report #2.

biologically at risk. Many of these definitions were in draft form and are subject to change. More recent information suggests that many States will not include at risk children in their eligible population in the future.

In the early intervention literature, much attention has been placed on the importance of considering multiple risk factors when identifying young children for services (Meisels and Provence, 1989). The summative effect of more than one risk factor is much more indicative of the potential for future developmental delays than single risk factor identification. For example, a very low birthweight infant who experiences some early health problems (biological risk factors) is at considerably higher risk if the caretaking environment in the home is one of very high stress (environmental risk factors) and instability, than if the child's home is a stable environment.

Of the 17 States including children biologically as well as environmentally at risk, seven States indicated that multiple risk factors will be considered. None of the seven States serving children at risk for biological factors or environmental factors are planning to identify children based on the combined effect of the risk factors.

In addition to defining the population eligible for Part H services, States must designate the levels of functioning or other criteria that will be used to identify children as eligible. The procedures that will be used to determine the existence of a developmental delay must also be included in the eligibility policy. States are using three approaches to identify eligible children: test-based criteria, professional or clinical judgment, or a combination.

An analysis of States using test-based criteria showed that seven States will base eligibility on a percent delay only (i.e., 25 percent delay in one or more developmental domains), two States will use standard deviations only to determine the extent of delay (i.e., 1.5 standard deviations below the norm in one or more developmental areas), while five States will use a combination of both percent delay and standard deviation. One State will use percent delay and month delay and two States plan to use a combination of percent delay, standard deviation, and month delay. Eight States had not included in their definition any specific criteria for determining developmental delay.

However, 21 States reported that a combination of test-based and non-test-based criteria will be used. Test-based criteria include those identified above (i.e., percent delay, standard deviation, etc.). A common example of a non-test-based criterion is the use and documentation of professional judgment. Often, the tests are unable to identify abnormalities in development which might be noted by a clinician or a parent. Additionally, three States did not specifically identify the test-based criteria that would be used, but did mention the use of atypical development and professional judgment.

States that are including children considered at risk in their eligible population exhibit more variability in the criteria that will be used to make eligibility decisions. Most of these States are developing their own lists of factors of child or familial conditions that, in isolation or combination, may put the child at risk for developmental delays if early intervention services are not provided. Table 2.4 illustrates those factors that are being used by two or more States to identify children at risk due to environmental or biological conditions.

Parent Participation on the ICC

Part H envisions families of infants and toddlers with disabilities playing an integral role at many levels of the statewide early intervention system. CPSP surveyed Part H coordinators in the spring and summer of 1990 to learn how families have been involved in Part H implementation thus far. Responses were received from 50 States.

One focus of the survey was on State efforts to support parent representatives on the Interagency Coordinating Councils (ICCs). The legislation requires that three parents be members of the council, but active parent participation may not be feasible unless the State provides financial support for it. Results from the survey indicate that 49 States pay travel expenses for the ICC parent members to support their attendance at ICC meetings or other meetings or conferences. Thirty-three States reimburse parents for child care expenses they incur while attending ICC functions. Parents on the ICCs in 14 States are given a stipend for the time they spend on ICC activities. Twenty-five States reimburse parents for other expenses, such as long distance calls made from their homes for ICC activities, etc.

Training Opportunities for Personnel in Early Intervention

The current and future availability of training opportunities in early intervention continues to be a concern as States try to hire personnel to staff programs for early intervention programs. The CPSP surveyed special education personnel training programs at institutions of higher education (IHEs) to determine current resources, plans for expansion, needed incentives for increasing personnel resources, and barriers to program development. IHE special education training programs were selected because this field was considered to be the field in the strongest position to address the additional demand for personnel created by Part H. Survey responses were received from 249 deans of schools of education throughout the country who had graduate programs in special education. The results are summarized as follows:

- Thirty-eight institutions had early childhood special education programs at the undergraduate level, 79 had programs at the master's degree level, and 24 had programs or special emphasis at the doctoral level. There was no program at 162 institutions.

- An average of nine students per program graduated annually from the undergraduate programs, an average of five per master's degree program, and an average of less than one for each doctoral program.

TABLE 2.4

Risk Factors Selected by States for Identifying Children
as At Risk Under IDEA, Part H

Biological Risk Factors Selected by Two or More States
• birthweight of less than 1500 grams
• birthweight of less than 1000 grams
• chemically dependent mother
• mother exposed to medications known to cause brain damage to fetus
• extended neonatal intensive care stay (7 or more days)
• ventilator support for 48 hours or more
• abnormalities in tone
• neonatal or perinatal seizures
• small for gestational age
• birth trauma/infection/disease
• traumatic illness/acute life threatening event
• lead poisoning/toxic substances
• growth deficiency/nutritional problems
• prematurity (less than 32 weeks)
• birth/neonatal complications
• significant medical problems
• prenatal infections (CMV, rubella, AIDS)
• respiratory distress with or without prolonged mechanical ventilation
• asphyxia with or without neurological complications
• sensory impairments
• failure to thrive
• history of substance abuse/maternal drug use
• feeding dysfunction
• ventilator dependent/technology dependent
• intraventricular hemorrhage grade III or IV
• congenital infections (i.e., neonatal meningitis)
• parent health problems
• central nervous system lesion or abnormality
• periventricular leukomalacia
• Apgar score between 0 and 3 at 5 minutes
• positive maternal HIV
• severe chronic illness
• catastrophic infections, traumatic illness, or serious accident known to affect the central nervous system
• abnormal neurological exam
• brain infections/disease
• near drowning
• diabetic mother

Table 2.4 (continued)

Environmental Risk Factors Selected by Two or More States

- parent or caretaker with disability or health problems
- child abuse or seriously disturbed relationship between parent and child
- high level of family disruption
- parental or familial substance abuse/chemical dependency
- parental age less than 15
- low income/economic disability
- parents lack of high school education
- family member with a disability
- lack of routine well-child care
- substantiated abuse or neglect in the home
- parental retardation or mental illness
- homeless or transient family
- home environment lacks adequate physical resources
- inability to perform parenting due to impairment in psychological or interpersonal functioning
- limited maternal and family care/social support
- poor nutrition
- adolescent parent
- severe parenting risk including parents' mental or developmental disability or substance abuse
- no well-child care by 6 months of age
- parent less than the age of 16
- lack of prenatal care
- parental concern about development
- accidents/environmental toxins
- poor parent-infant attachment
- foster care or in other alternative living arrangement
- lack of parenting skills
- developmental disability of parent which interferes with caregiving
- mother-infant separation
- parental chronic illness limiting caregiving ability
- deviation from the norm in behavior or interpersonal relations

Source: Harbin, G. and Maxwell, K., in press.

- Forty percent of the respondents expressed a willingness to consider expanding their commitment to training early childhood personnel in the next five years.

When asked what incentives would be necessary for their institutions to expand in this area, the leading response called for additional funding to support the programs. Others reported that they would need to see tangible evidence indicating the demand in the field before they commit to expansion. The establishment of certification or licensure by the State was mentioned by some deans as being needed so that a formal commitment would be made to personnel preparation standards.

With regard to barriers to expansion, the deans again indicated the need for additional resources to support the high cost of small, specialized personnel preparation programs that are not self-supporting, such as those for early intervention personnel. Another barrier identified was the lack of trained faculty to staff higher education programs. The deans are unsure that there is a pool of professionals from which to select personnel to develop and staff new programs focusing on early intervention training.

Interagency Agreements

To facilitate the necessary coordination and cooperation for a statewide system of early intervention services, the legislation requires that participating States enter into formal interagency agreements. Specifically, those agreements must identify (a) the financial responsibility of each agency involved in supporting early intervention services, (b) procedures for dispute resolution, and (c) additional components as necessary.

The regulations do not provide specific information as to what "additional components" are necessary for inclusion in effective interagency agreements. States are beginning to develop components to help ensure the effectiveness of the agreements being developed. Some States are developing agreements that cover several areas of the service system, while other States are designing separate agreements for each area.

For example, North Carolina has an agreement among the 12 agencies involved in providing services to children with special needs from birth through age 5 and their families. The agreement specifies the roles and responsibilities of the agencies involved to assure their cooperation in the development of a statewide, comprehensive, coordinated, multidisciplinary, and interagency service delivery system. The agreement addresses specific aspects of the system, including transition between Part H and preschool programs, maintenance of effort, non-duplication, parent involvement, personnel standards, child find and referral efforts, and program standards.

IMPLEMENTATION OF THE PRESCHOOL GRANTS PROGRAM

For many States, the focus of activity for the Preschool Grants Programs in 1990 was the State legislature. Many of the States that needed legislation to establish a mandate for preschool services enacted one. States in which the legislatures have not yet enacted a mandate have until the 1991-92 school year to do so. By the 1991-92 school year, States must be able to assure under State law or practice, the availability of a free appropriate education (FAPE) for all 3-5 year old children with disabilities. Not having a mandate for preschool services by Federal FY 1991 will make a State ineligible for funding for 3-5 year old children with disabilities served under (a) the Preschool Grants Program, (b) Part B of the IDEA, (c) Parts C through G of the IDEA discretionary projects relating exclusively to 3-5 year old children with disabilities, and (d) Chapter 1 of ESEA (SOP).

States are awarded funds under the Preschool Grants Program based on the number of 3-5 year old children receiving special education and related services on December 1 of the previous year. As reported below, the number of preschool children with disabilities receiving special education services continued to grow. All States participated in the program for the first four years. Congress appropriated $180 million for the first year of the Preschool Grants Program, FY 1987. For FY 1988 and FY 1989, the second and third years of the program, $201.05 and $247 million was appropriated, respectively. The FY 1990 appropriation, to be used in the 1990-91 school year is $251.51 million. State-by-State grant awards for FY 1990 are shown in Appendix A, table AG1.

Increases in the Number of Preschoolers Served

The Preschool Grants Program was intended as an incentive to increase the number of preschoolers with disabilities receiving special education and related services. The data suggest this incentive has worked; the number of preschool children has increased dramatically since 1986. In December 1986, the year P.L. 99-457 was passed, 265,814 children with disabilities age 3-5 were served under EHA, now IDEA. In December 1989, States reported serving 352,527 preschoolers.[2] This represents an increase of 86,713 children or 32.6 percent.

States actually served an even larger number of preschoolers with disabilities because another 36,098 were served under Chapter 1 of ESEA (SOP). The total number of preschool children served under both laws for school year 1989-90 was 388,625. Unfortunately, changes in the number of 3-5 year olds served under Chapter 1 of ESEA (SOP) since 1986-87 cannot be calculated because the data by age group were not collected for Chapter 1 until 1987-88. We do know that 4,986 fewer preschoolers were served under Chapter 1 in 1988-89 than in 1987-88, indicating States are making less use of Chapter 1 to serve preschool children. Figure 2.2 graphically presents the data on the increase in the total number of preschool children who received special education between 1987 and 1990.

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[2] This total includes children reported by the Bureau of Indian Affairs which is not eligible for the Preschool Grants Program.

Nationally, the 388,625 preschoolers who were receiving special education under both of the laws in 1989-90 represented approximately 3.5 percent of the estimated resident population age 3-5. The percentage of preschoolers served varied across States from a low of 1.4 percent to a high of 6.4 percent with the largest portion (14 States) serving between 4 and 5 percent (see table 2.5).

All but eight States reported an increase in the percentage of resident population age 3-5 receiving special education in 1989-90. Even half of these States served a greater number of children in 1989-90 than in 1988-89.

Five year olds continue to make up over half of the preschoolers served under IDEA, Part B (see table 2.6). However, the percentage of preschoolers served under Part B who are 5 years old has steadily decreased from 64 percent in 1986-87 to 55 percent in 1989-90. Since 1986-87, the number of 5 year olds served has increased 14 percent, the number of 4 year olds has increased 62 percent, and the number of 3 year olds has increased 73 percent.

Between 1986-87 and 1989-90, the proportion of the resident population of 3 year olds who received special education under Part B increased from 1.0 to 1.5 percent; of 4 year olds from 1.9 to 2.8 percent; and of 5 year olds from 4.9 to 5.4 percent. Figure 2.3 shows the total number of preschool children who received special education in 1989-90 by program and within IDEA, Part B, by age year.

Personnel

States reported to OSEP that 13,871 special education teachers were employed to work with 3-5 year olds in school year 1988-89.[3] States also reported that 2,204 positions for special education teachers were either vacant that year or filled by personnel who were not appropriately trained. The number of teachers employed has increased 9 percent from last year, gaining slightly in relationship to the 8 percent increase in the number of children served. The number of vacant teaching positions has decreased by a third suggesting that personnel preparation programs developed in the last few years are now starting to narrow the gap between the demand for, and the supply of, qualified teachers for this population. Given the sizable increase in the number of preschool children receiving special education and related services since 1988, this need is likely to continue for a number of years.

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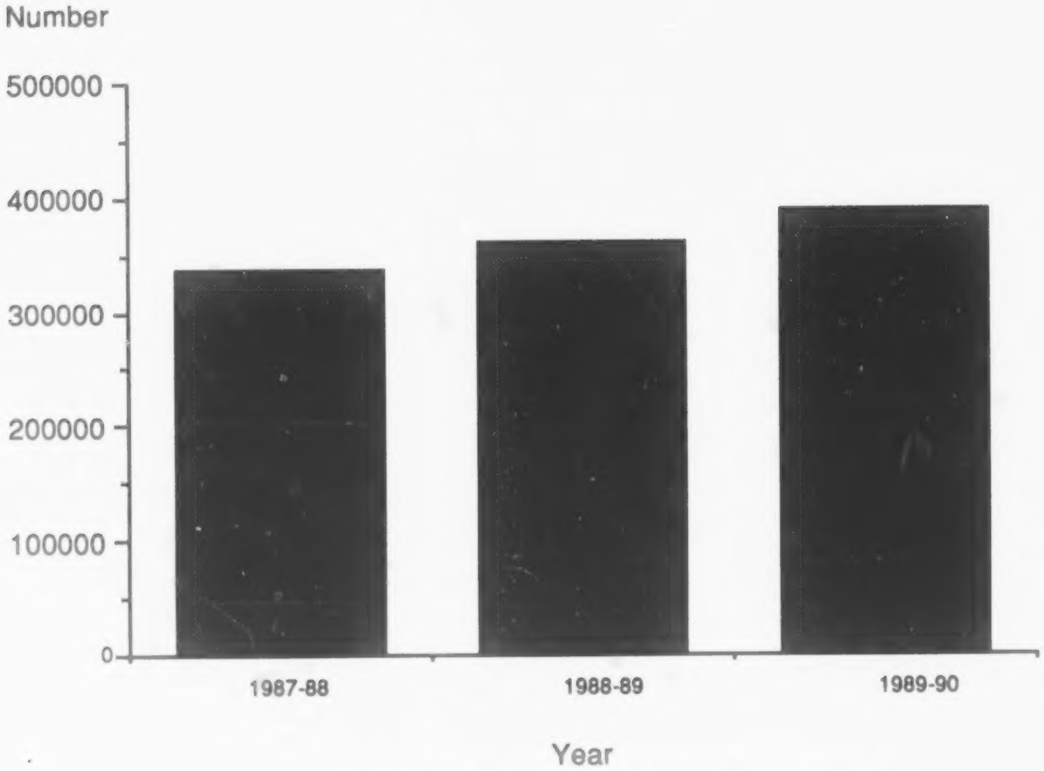
[3] The number of other personnel employed such as speech and language pathologists or occupational therapists is not known because these data were not collected by the age group of the student.

Figure 2.2

Increase in the Number of Preschoolers Served Under IDEA, Part B and ESEA (SOP): School Year 1987-88 to 1989-90



Source: Office of Special Education Programs, Data Analysis System (DANS).

TABLE 2.5

Distribution of States With Respect to Percent of Resident Population Age 3-5 Served Under IDEA, Part B and Chapter 1 of ESEA (SOP)

Distribution Range	Number of States (including D.C.)
Less than 2%	3
2% to 2.9%	12
3% to 3.9%	13
4% to 4.9%	14
5% to 5.9%	7
6% or greater	2

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

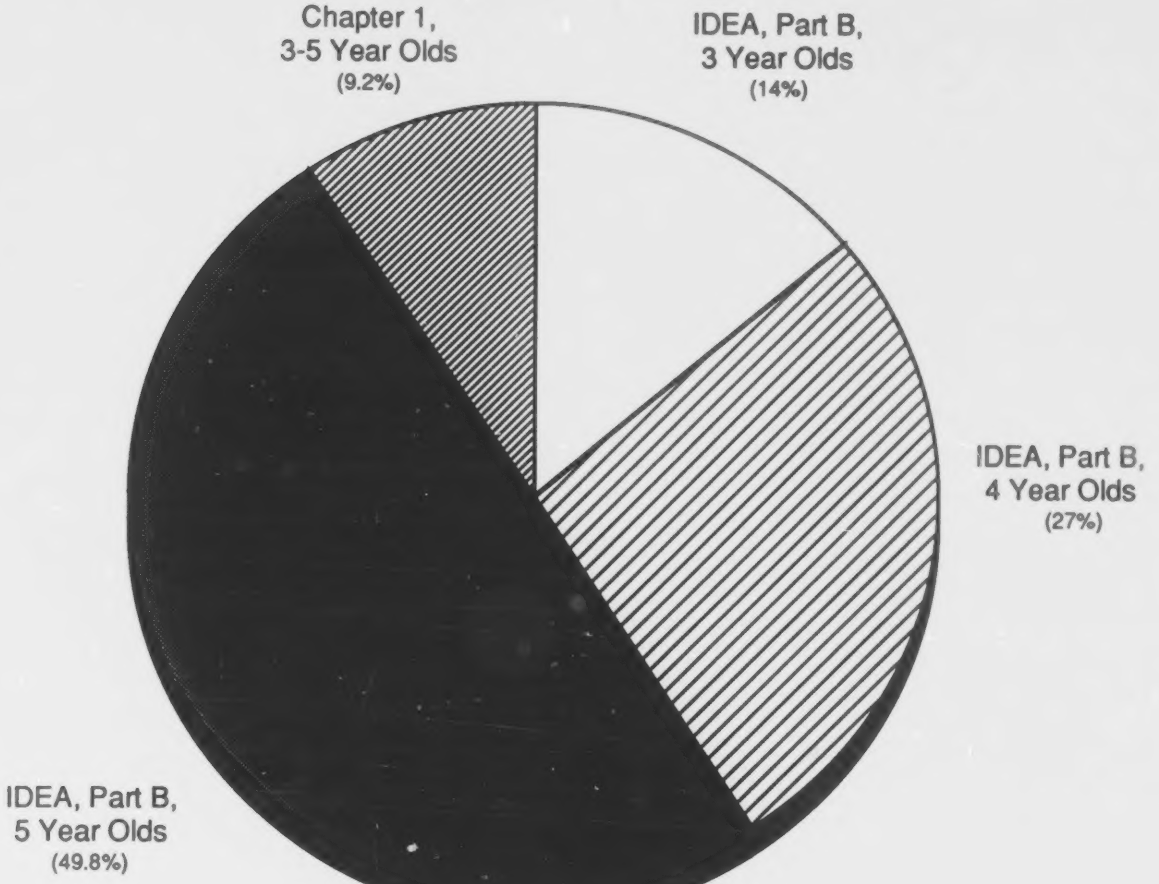
TABLE 2.6

Increase in Number of Preschoolers Served Under IDEA, Part B: School Years 1986-87 to 1989-90

Age	1986-87	1987-88	1988-89	1989-90	Change 1986-1989 Number	Percent
3 Years	31,162	36,501	47,860	53,944	22,782	+73.11
4 Years	64,237	71,918	89,379	104,245	40,008	+62.28
5 Years	170,415	179,874	184,121	194,338	23,923	+14.04
TOTAL	265,814	288,293	321,360	352,527	86,713	+32.62

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Figure 2.3
1989-90 Preschool Child Count, By Special Education Program



Source: Office of Special Education Programs,
Data Analysis System (DANS).

Changes in State Mandates for Preschool Services

The National Early Childhood Technical Assistance System (NEC*TAS) has been tracking the status of State mandates for 3 through 5 year olds. Thirty-one States and entities required FAPE for children with disabilities 3 years of age or younger for the 1989-90 school year (U.S. Department of Education, 1990). Now, after the third year of the Preschool Grants Program, 34 States and entities mandate special education and related services to children with disabilities from at least the age of 3. State status with regard to the mandate for the 1990-91 school year is shown in table 2.7.

Furthermore, an additional 13 States have enacted a mandate, which will go into effect in the 1991-92 school year. Only nine States or entities remain without enactment of a mandate change after the third year of participation. These States have indicated their intentions to have a mandate change in effect by the 1991-92 school year, as shown in table 2.8.

In a few States, the legislature passed the mandate with a stipulation that ties its effectiveness to either Federal or State funding levels. In these States, in order to be eligible for a Preschool Grant, the State must ensure that sufficient Federal and/or State funds are appropriated to provide FAPE to all 3 through 5 year old children with disabilities.

Providing Preschool Services in the Least Restrictive Environment

Implementing LRE for preschool children is a particular challenge for States that do not provide regular education programs for children of preschool age. When school districts do not provide regular education programs for preschoolers, coordinating with Head Start and community programs represents a possible mechanism for allowing young children with disabilities to be served with nondisabled children. Serving children in community programs presents challenges, however. States reported to OSEP that 84.7 percent of the 3-5 year olds who received special education and related services in school year 1988-89 did so in regular school buildings. The percentage of preschoolers placed in separate schools was 12.9 percent. The remainder were either in residential facilities (.43 percent) or home or hospital environments (1.98 percent). When these figures are compared with the prior year, the proportion of placements in regular school buildings has increased by 2 percent. There has been a corresponding decrease of 2 percent in placement of children 3-5 years old in separate school buildings. While this is a positive trend, these data may understate the difficulties administrators face in placing preschoolers with disabilities with their nondisabled peers. As mentioned above, most (58 percent in 1988-89) of the 3-5 age range served in special education through Part B are 5 year olds. Many of these children are in kindergarten and, therefore, most schools have a readily available placement option with nondisabled children. Furthermore, even though 3 and 4 year olds with disabilities may be served in a regular school building, the only children in the building without disabilities may be children age 5 or older.

TABLE 2.7

Special Education Mandate: Age at Which All Children with Disabilities are Eligible for a Free Appropriate Public Education: School Year 1990-91

Birth	Age 2	Age 3	Age 4	Age 5
American Samoa Guam Iowa Maryland Michigan Minnesota Nebraska Puerto Rico	Virginia (9/30)	Alaska Bureau of Indian Affairs Connecticut (1/1) District of Columbia[b] Hawaii Idaho Illinois Louisiana Massachusetts Montana (9/10) Nevada (9/30) New Hampshire New Jersey (12/31) New Mexico (9/1) New York[b] North Dakota (8/31) Rhode Island South Dakota Texas (9/1) Utah[b] Virgin Islands Washington Wisconsin Wyoming	Delaware (12/31) Oklahoma (9/1) Tennessee	Alabama (12/1) Arizona (9/1)[a] Arkansas (10/1) California[a] Colorado[a] Florida (9/1) Georgia (9/1) Indiana (9/1) Kansas (9/1) Kentucky (10/1) Maine (10/15) Mississippi (9/5) Missouri (9/30) North Carolina (10/16) Northern Mariana Islands Ohio (9/30) Oregon (9/1) Pennsylvania[a] South Carolina (11/1) Vermont[a] West Virginia (9/1)
Total: 8	1	24	3	21

Note: Unless otherwise noted services are available on the child's birthdate. Calendar date entries following State names refer to the last date within the school year on which a child is eligible to begin receiving services.

[a] State or local discretion determines at what point in the year children become eligible for services.
[b] State has established two points in the program year by which children must be 3 years of age to be eligible for services.

Source: National Early Childhood Technical Assistance System (NEC*TAS), 1990.

TABLE 2.8

Projected Status of State Mandates for Serving Preschoolers with Disabilities, as of November 1990
(includes Legislation Passed or Anticipated)

School Year Mandate Effective				
Prior to 1988	1988-89	1989-90	1990-91	1991-92
Alaska Connecticut District of Columbia Hawaii Illinois Iowa[b] Louisiana Maryland[b] Massachusetts Michigan[b] Nebraska[b] New Hampshire New Jersey New Mexico North Dakota Rhode Island South Dakota Texas Virginia[c] Washington Wisconsin American Samoa[b] Bureau of Indian Affairs Guam[b] Puerto Rico[b] Virgin Islands	Minnesota[b] Utah	Idaho New York Wyoming	Montana Nevada	*Alabama*[a] Arizona Arkansas California Colorado *Delaware*[a] Florida *Georgia*[a] *Indiana*[a] Kansas Kentucky Maine *Mississippi*[a] Missouri *North Carolina*[a] *Northern Marianas*[a] Ohio Oklahoma *Oregon*[a] Pennsylvania *South Carolina*[a] Tennessee Vermont West Virginia
Cumulative Total: 26	28	31	33	57

[a] *Anticipated change.*

[b] Mandate from birth.

[c] Mandate from age 2.

Source: National Early Childhood Technical Assistance System (NEC*TAS), 1990.

NEC*TAS has collected examples of the strategies States are using to coordinate with community programs to meet the LRE requirement for preschoolers. The following are two examples:

- Davis Head Start, Farmington, Utah. Children in the school district who are identified as being eligible for special education and related services are enrolled in Head Start classes. The district, in turn, provides a physical therapist, speech therapist, and three disability assistants for these children, as well as consultants to work with the Head Start staff and to conduct diagnostic testing. Head Start staff attend monthly preschool placement meetings where problem solving is facilitated. For example, Head Start had a child with a disability who lived outside the transportation area, and whose mother needed the comprehensive family services that could be provided through Head Start. A shared program was formulated, with the district providing transportation for one of their reverse mainstream classrooms, while Head Start continued to send their home-based teacher to work with the mother and child once a week in their home. If a preschool child with a disability is from a family within the district whose income falls within Head Start's eligibility guidelines, the child is enrolled in Head Start so that the family can receive the comprehensive family services available. The school district acknowledges that the whole family benefits from the medical, nutrition, and social services provided through Head Start, which are not readily available in the district's programs.

- Vermont College Preschool, Montpelier, Vermont. Originally designed for three separate groups of children, and funded through different sources, the three preschool programs operated by Vermont College now integrate the programs' philosophies and funding, resulting in an integrated environment for the children. Services are now being provided to 52 students, 12 of whom have special needs, in what used to be a program for special education students funded by the school district, one for children identified as at risk funded by the college, and a regular preschool program funded by family-paid tuition and college contributions. For the combined program, there are 11 staff, two related service professionals, and three student teachers. Both special education and regular education teachers work together in the classrooms. Team members are able to participate in and observe the provision of related services directly in the classrooms.

Determining Eligibility for Preschool Programs

As part of a study of transition issues from infant and toddler programs to preschool programs, the Carolina Policy Studies Program is examining classification approaches being used by States to identify 3-5 year old children for special education and related services. Twenty-one States are using a categorical approach, i.e., they are using the Part B categories for conditions of disabilities. Eight of those 21 States have modified the criteria applied when identifying preschool children for some of the categories. Examples of categories for which States typically prefer to modify the criteria when used for preschool identification include the "specific learning disabilities" and "mental retardation" categories.

Preschool identification is achieved by way of a noncategorical classification system in six States. Commonly, States use terms such as "developmentally delayed" or "preschool handicapped" to refer to children deemed eligible for preschool services. Only two States indicated that specific criteria are used to identify children through the non-categorical method.

The remaining 24 States use a combined non-categorical and categorical approach. Often this means the State has added an additional non-categorical term to the list of Part B categories to be used when identifying preschool children. Four of the States using this approach also modify the criteria for some of the categories when applied to 3-5 year old children. Some of the Part B categories were determined to be inappropriate for preschool identification in 10 of the States and, thus, are not applied to preschool children with disabilities. The classifications most frequently not used when identifying young children are "specific learning disabilities," "serious emotional disturbance," and "mental retardation."

Early Childhood Transitions

A young child with a disability, and his or her family, may need to make two transitions before elementary school. The first would be a transition from an early intervention program to a preschool program with the second being a transition from a preschool program to a school-age program. These transitions may be complicated by factors such as a different lead agency for the early intervention program, different funding requirements, and differences in eligibility, philosophy, service delivery options, etc. Several States are developing policies, guidelines, and interagency agreements to smooth the transition for children with disabilities and their families.

As of August 1990, five States had policies or transition agreements in place addressing the transition from early intervention to preschool programs. An additional 17 States reported they were developing transition policies. Typically, these policies address timelines for initiation of transition activities as well as funding mechanisms. Six States have established policies which stipulate that the early intervention case manager be an integral part in the transition from that program to a preschool program. For example, in Rhode Island, the early intervention and preschool programs have collaborated to develop a transition process called "Transition Partnerships." This transition model was conceptualized by a task force made up of parents, administrators, and service providers from across the State. Following implementation and evaluation of the process on a pilot basis, the process was put into special education regulations and is now required across the State.

The Rhode Island model involves a discussion upon entry into an early intervention program with the family regarding transition and what changes can be expected at what ages. Transition activities such as family education and support, parent to parent support, or information sharing between the family and the local educational agency (LEA) begin when the child reaches 24 months of age. A transition team, comprised of the child's parents, the Part H case manager from the early intervention program, and LEA representatives, meets when the child reaches 30 months of age. The responsibilities of the team include developing an individual transition plan for the child and family regarding the activities that will take place until the child reaches 36 months of age. The plan is based on each family's individual needs and includes timelines for the transition activities and indicates persons responsible. The transition plan is incorporated into each child and family's Individualized Family Service Plan (IFSP).

To ensure a smooth transition from preschool to kindergarten or school-age programs, eight States have developed transition policies to address the sharing of records and responsibilities, and require team meetings to discuss each child's transition. Such policies or agreements are in the development stage in 16 other States. In Virginia, for example, the model being utilized stresses the importance of communication among the child's family, the service providers in the current or "sending" program as well as the providers in the future or "receiving" program. The model includes monthly transition activities such as parent orientation meetings, jointly-sponsored by sending and receiving staff, and observations by staff of each others' programs. In addition, a meeting should be held between the sending and receiving staff approximately six weeks after the transition occurs. Teams of professionals from early intervention, preschool, and special education programs have been trained in this model. These teams then train parents in the communities. This transition model would be appropriate for use at either the early intervention to preschool or preschool to school-age program transition.

DISCRETIONARY ACTIVITIES IN EARLY CHILDHOOD

The Office of Special Education Programs supports a wide variety of projects that are designed to improve the delivery of services to young children with disabilities and their families. These discretionary projects address many different needs within service delivery such as the need to increase the number of trained personnel, the need to develop more effective practices and the need to develop service delivery models for the unique features of a region or population. The Early Education Program for Children with Disabilities, formerly the Handicapped Children's Early Education Program, is the largest single source of discretionary funding for children under 8 years of age. However, other significant sources of funds for early childhood are found under programs for personnel training, research, and special studies.

The Early Education Program for Children with Disabilities (EEPCD)

Originally authorized within Part C of the EHA, now IDEA, in 1968, the Early Education Program for Children with Disabilities was established to set up model demonstration projects for the delivery of special education and related services to young children with disabilities. As a precursor to the State grant programs for direct services to infants, toddlers, and preschoolers, EEPCD funds supported the development of programs, curricula, assessments, etc. These model demonstration and outreach projects established the state-of-the-art in the field of early childhood from which future programs were adapted.

Although the framework has been consistent since its inception, the focus of EEPCD has shifted to support the initiation and expansion of State programs over the past 20 years. EEPCD funds have supported a range of early childhood activities including: demonstration projects, outreach projects, experimental projects, technical assistance, research projects, research institutes, and inservice training projects. In FY 1990, $23.766 million was awarded to public and private nonprofit organizations around the country to fund 142 new and ongoing EEPCD projects.

During FY 1990, EEPCD funded new projects in several different areas. The types of projects, the number of awards made, and the total amount of the awards are shown in table 2.9. The Inservice Training projects will be discussed below in the section on personnel projects. The Management Information projects were described as part of the presentation of data on infants and toddlers. The remaining categories are discussed below.

The largest amount of EEPCD funding, over 4 million dollars, is supporting 12 new "Non-Directed Demonstration" projects. These projects develop, implement, and evaluate new or improved approaches for serving young children with disabilities. For example, Project Special Care, being conducted by the Williamsburg Area Child Development Resources in Virginia is developing a model which expands child care opportunities for families of children with special needs and establishes training, technical assistance, and continued staff development for child care providers. Child care settings can be an appropriate, integrated environment for young children with disabilities. A major goal of this project is to establish a permanent system of technical assistance to child care providers in the area. A second example of a demonstration project is the model system for IFSP development which is underway at California State University at Los Angeles. A model system will be developed for implementing the IFSP with families who are involved in an urban, culturally diverse early intervention program. These families often present challenges related to language and cultural differences and poverty. Families and early intervention staff will be asked to provide feedback on the IFSP process.

Outreach projects are designed to transfer the findings of research and model demonstration activities into the service delivery system. They improve early childhood programs through training and other assistance activities which will enable them to replicate exemplary practices. Fifteen 36-month projects were funded in FY 1990. For example, the University of Vermont is disseminating and replicating the previously-funded early childhood special education

TABLE 2.9

New Projects Funded through EEPCD during FY 1990

Competition	Number of Projects	Total Dollars
Nondirected Demonstrations	12	$4,889,156
State and Multi-State Outreach	15	1,990,467
Inservice Training for Related Services Personnel	7	923,068
Information Management of Services for Infants and Toddlers	7	858,833
Research on Program Features	3	875,183
Research Institute on Early Intervention Effectiveness--Followup	1	724,840*

*With two possible options of $724,999 and $763,735.

(ECSE) project throughout the State of Vermont. The ECSE model will enable local school districts to establish new programs or improve existing ones through a process which includes several components including family, multi-agency, and community involvement.

Two types of research projects were funded through EEPCD in FY 1990. The first, the research projects on early childhood program features, will identify program components which promote language or motor development in infants, toddlers, and preschool age children with disabilities. The components will be compared in multiple studies and in different types of existing early intervention systems over a period of 48 months. The University of Washington and the University of Kansas will be studying the effectiveness of program components for promoting language development. Contrasting approaches to improving posture and movement skills of infants and toddlers will be examined at the Children's Hospital Medical Center in Akron, Ohio.

The second type of research project is a five-year research institute designed to collect followup data on children who received early intervention. In FY 1985, the Department of Education funded Utah State University to conduct a series of 16 longitudinal studies to examine the effects and costs of early intervention for children with disabilities. The FY 1990 project, also at Utah State University, will continue nine of the original studies through the collection of longitudinal follow-up data. These studies will provide information about the efficacy and cost-benefit of alternative types of early intervention.

Other Research on Early Childhood Issues

In addition to the research funded through EEPCD, research related to early childhood special education was funded through several other programs in the Office of Special Education Programs. These other competitions are not targeted specifically for early childhood. However, in FY 1990, as in past years, early childhood projects competed successfully for funding with a wide variety of projects examining concerns across the full age range and various types of disabilities. Within the Division of Innovation and Development (DID), early childhood projects received funding through the Field-Initiated Research Competition, the Small Grants Competition, the Student-Initiated Research Competition, and the Federal/State Agency Cooperative Agreement Program. Western Carolina Center, for example, received funding through the Field-Initiated Research Program to assess the long-term effects of early intervention for 750 10 to 15 year old children with disabilities. Iowa State University received an award under the Small Grants Program to conduct a qualitative examination of the IFSP process. With funds from the Student-Initiated Competition, research at the University of Minnesota will examine issues related to the implementation of social skills interventions in early childhood special education classrooms. One last example is from the State of North Carolina which received an award through the State Agency/Federal Evaluation Studies Program to evaluate the utility of an index of functional skills to describe young children with disabilities currently served in programs in the State. Other early childhood issues being examined by projects funded in FY 1990 through the DID research competitions include language intervention, early literacy, and the transition to elementary school.

Personnel Training Projects

Both the quantity and quality of personnel available to provide early intervention services has been a recurring concern as States move to implement programs for young children with disabilities. Two strategies to combat the projected personnel problems are: (1) increasing the number of training opportunities at institutions of higher education or preservice training and (2) improving the quality of personnel already employed through inservice opportunities. Below we discuss preservice and inservice training programs recently funded by the Office of Special Education Programs.

Preservice Training

The Division of Personnel Preparation (DPP), within the Office of Special Education Programs (OSEP), administers Part D of the IDEA, the Training Personnel for the Individuals with Disabilities Education Act. Funds under Part D are awarded to colleges and universities, State and local educational agencies, and nonprofit agencies, to assist in the development and implementation of programs that improve the quality and increase the quantity of special educators, early interventionists, and related services personnel. In FY 1990, some competitions under the Training Personnel Program were specific to early childhood in addition to general competitions within which some early childhood projects may be funded.

In FY 1990, a total of 83 projects were funded in the early childhood area under eight DPP priorities. A total of $6,287,467 was awarded to fund projects which will train 762 full-time and three part-time personnel to work with children with disabilities under the age of 6. In FY 1990, personnel training projects with early childhood emphases received more than 30 percent of the overall personnel preparation budget for new awards. More specific information on the eight competitions is provided in table 2.10.

Of the 14 projects funded under the Infant/Toddler competition, 12 are designed to train personnel through a master's degree program. Eight of the programs train interdisciplinary early intervention specialists, one offers a specialty in education for students with deafness, four have speech/language therapy specialties, and one is an occupational/physical therapy program. Examples of two of the projects funded are provided below:

- Associated Colleges of Central Kansas (ACCK), McPherson, Kansas. The ACCK Early Intervention Project was developed to carry out a plan for recruiting highly promising students and training them to appropriately serve infants, toddlers, and their families. ACCK is a consortium of six private colleges in rural areas of Kansas. The project will help address the severe shortage of early intervention personnel for infants and toddlers in rural Kansas. Each year, 30 professionals will be trained by the program who, in turn, could provide services to approximately 480 infants and toddlers and their families.

TABLE 2.10

Personnel Training Projects Funded by DPP in FY 1990 with Early Childhood Emphases

Competition	Number of Projects	Number of States	Number of Trainees	Amount	Percent[a]
Infant/Toddler	14	11	123 (FT) 3 (PT)	$1,063,851	100
Special Educators	28	21	264	2,123,061	26
Special Projects	6	5	56	460,082	19
Special Populations	10	9	74	703,011	30
Leadership	10	9	62	844,704	38
Related Services	8	7	78	578,756	24
Rural	6	6	97	453,489	43
Low-Incidence	1	1	8	60,513	5
	83		762 (FT) 3 (PT)	$6,287,467	

[a] Percentage of competition's funded projects which were in early childhood.

Source: U.S. Department of Education, Office of Special Education Programs, Division of Personnel Preparation, Analyses and Abstracts of FY 1990 Funded New Applications in Early Childhood, 1990.

- University of Washington, Seattle, Washington. The program at the University of Washington is designed to prepare Infant/Toddler/Family Intervention Specialists at the master's degree level. The program's two major areas of emphasis are: interdisciplinary case management and a family-systems approach to service. In addition to coursework, students will work in classes at the University's interdisciplinary Experimental Education Unit, which serves infants and toddlers with disabilities and their families in an integrated setting, as well as community settings such as day care centers and developmental disability centers.

The majority of the early childhood programs funded in the Special Educator's Competition train personnel in early childhood special education, many with an emphasis on psychology. Others train personnel in speech/language pathology, audiology, education for children with visual impairments, adaptive physical education, or supervision. Personnel trained to provide speech/language therapy services are in particular demand for early childhood programs due to the predominance of delays in this domain in young children. An example of a program funded to address this need is provided below:

- Howard University, Washington, DC. Master's level training in speech-language-pathology with academic and clinical competencies in the areas of Early Language Development and Disorders, Parenting the Handicapped Child, Family and Child Services, and Neurodevelopmental Treatment, will be provided. In addition to classes and specialized clinical practicum with infants, students in the program will plan and implement an ongoing parent support group for families of infants and toddlers with disabilities.

Inservice Training

The Inservice Training Programs for Related Services Personnel provided support for projects to develop, demonstrate, and evaluate inservice training models and materials. Funded through EEPCD, these projects are designed to prepare related service personnel to provide, coordinate, or enhance early intervention and related services to infants, toddlers, and preschool children with disabilities. The projects are providing inservice training for professionals and paraprofessionals who are already engaged or could be engaged in the provision of related services but who have not been trained to work with young children. The Oregon Health Sciences University, for example, will be developing a model inservice training program to prepare related services personnel to provide, coordinate, and enhance early intervention services for children birth to age 8 who are medically fragile or technology dependent. The training program will be implemented and evaluated and then disseminated nationally.

SUMMARY

During FY 1990, States continued to make progress toward the full implementation of the 1986 Amendments to EHA, now IDEA. States reported serving nearly 250,000 infants and toddlers in early intervention programs in December 1990. States continued to make progress in developing policies for each of the 14 components of Part H, especially in the areas of defining "developmentally delayed", developing procedures for contracting for services, and creating a central directory of services. Considerably less progress was seen in developing interagency agreements and procedures for timely reimbursement.

Progress in the implementation of the Preschool Grants Program could be seen in both the increase in the number of children served and the increase in the number of States that had passed mandates to serve this population. A total of 392,184 children between the ages of 3 and 5 were receiving special education and related services in December of 1989. This represented an increase of nearly 30,000 children over the previous year. The number of States requiring a free appropriate public education for 3-5 year olds with disabilities grew from 31 to 34 between 1989 and 1990. Furthermore, an additional 13 States had enacted a mandate that will go into effect for the 1991-92 school year. States continued to look for ways to serve preschool children with disabilities in the least restrictive environment.

Demonstration, research, and personnel training projects continued to be key strategies for improving the overall capacity of States to provide high quality services. Twelve new demonstration projects were funded in FY 1990 as were 15 new outreach projects which were to share previously tested model programs. The further advancement of knowledge on early intervention will be promoted through research on long- and short-term effectiveness, transition issues, and management information systems. Locating personnel qualified to work with children with disabilities under age 6 continued to be a problem. Both preservice and inservice personnel training projects were funded to address this need.

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CHAPTER 3

SEPARATE DAY AND RESIDENTIAL FACILITIES SERVING CHILDREN AND YOUTH WITH DISABILITIES

This chapter describes the findings of a national study, sponsored by the Office of Special Education Programs (OSEP), of separate day and residential facilities that serve children and youth with disabilities. The population of students with disabilities served by these institutions represents only a small proportion of all students with disabilities (about 7 percent). The topic is important, however, for several reasons. First, children with disabilities who are served in separate facilities generally have more severe disabilities than other children with disabilities who attend regular, rather than separate or special, schools. Also, the proportion of children in separate day and residential programs varies substantially among age and disability groups as well as across States, but little is known about why this variation exists. In addition, the proportion of students with disabilities receiving education in separate facilities has remained much the same since enactment of the Education of the Handicapped Act in 1976, now the Individuals with Disabilities Education Act (IDEA). A lack of information on the population of students served in separate facilities has made it difficult to explain the stability in the proportion of students served in such institutions.

The *Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities* (Stephens, *et al.*, 1990), reviewed here, provides much new information on these facilities, the students they serve, the environment in which they operate, and the changes they have undergone in recent years. Prior to the study, the primary source of information was the data that States report each year to the Office of Special Education Programs (see chapter 1). Those data, however, provide limited information on characteristics of students served in separate facilities, and do not describe the severity of their disabilities, the nature of the services received, or the qualifications of persons providing special education and related services in separate facilities. In addition, the State-reported data do not provide information on the characteristics of the facilities, such as their number, operating agencies, or how their operations may have changed in response to enactment of P.L. 94-142. Data from the OSEP-sponsored study provide the first national picture of the current status of separate facilities serving children with disabilities.

THE OSEP-SPONSORED SPECIAL FACILITIES STUDY

The Office of Special Education Programs initiated the study of separate day and residential facilities in response to a mandate included in the IDEA, which requires the U.S. Department of Education to conduct "an analysis and evaluation of the effectiveness of procedures undertaken by each State educational agency, local educational agency, and intermediate educational unit...to improve programs of instruction for handicapped children and youth in day or residential facilities" [20 U.S.C. 1418(f)(2)(E)]. In response to this requirement, which was first included in P.L. 98-199, the 1983 Amendments to EHA, now IDEA), the Office of Special Education Programs (OSEP) contracted with Mathematica Policy Research (MPR), Decision Resources Corporation (DRC), and the University of Minnesota to conduct the study.

Study Design

The OSEP study focused on four research questions, which reflect gaps in our knowledge of separate facilities:

- What are the current *number* and *characteristics* of separate facilities?
- What types of *educational opportunities* and *related services* do students who are placed in separate facilities receive?
- What have been the patterns of *change* in separate facilities for children with disabilities?
- What factors have affected the *practices of facilities* and the *patterns of change?*

The OSEP-sponsored study addressed these questions through four distinct components:

- A national survey of separate facilities for school year 1987-88.
- Comparison of 1987-88 survey findings with an Office for Civil Rights survey of special purpose facilities, performed nine years earlier.
- Case studies of State divisions of special education and selected separate facilities.
- A survey of State divisions of special education.

For purposes of the study, a *separate facility* was defined as a residential or day facility exclusively serving persons with disabilities in buildings physically separate from programs for non-disabled age peers. A *residential separate facility* was further defined as a separate facility at which at least some persons with disabilities reside *and* at which at least some students birth to age 22 receive educational services on the grounds of the facility during the usual school day. A *separate day school or facility* was defined as a separate facility at which no persons with disabilities reside *and* at which students birth to age 22 receive educational services during the usual school day. Separate facilities may be operated by the State educational agency, other State agencies, local educational agencies, county or regional agencies, or private organizations. In addition, the special education services at separate facilities may be provided by the operating agency or by another agency, such as the local educational agency in which the separate facility is located. Correctional facilities and those with average lengths of stay of less than 30 days were excluded from the study. Note also that data were collected for all school age children attending the facilities regardless of whether they were eligible for special education and related services under IDEA.

Survey of Separate Facilities

A nationally representative survey of separate facilities was conducted for the school year 1987-88. After completing a screening interview of close to 6,500 facilities, survey data were collected from close to 2,000 public and private facilities, using both a mail questionnaire (872 facilities) and telephone survey (1,069 facilities). Information was obtained on a broad array of topics, including administrative, staff, and student characteristics, and educational, therapeutic, recreational, and other services provided by the facilities. Retrospective reports were collected on the situation within the facility prior to implementation of EHA, now IDEA. Survey data were used to describe the current status of separate facilities and to examine changes that have occurred at separate facilities since enactment of EHA, now IDEA.

Comparison with OCR Survey

In 1978-79, the Office for Civil Rights (OCR) carried out a *Survey of Special Purpose Facilities*, which included many of the same institutions surveyed in the OSEP study in 1987-88. The OSEP-sponsored study obtained data for 192 separate day schools (50 public and 142 private) and 295 separate residential facilities (163 public and 132 private) which were also included in the 1979 OCR survey. Data were compared on these 487 facilities, in order to investigate changes over the decade.

Case Studies

Case studies were completed of eight State educational agencies (SEAs) and three separate facilities within each of the eight case study States[1] (24 facilities in all). The State-level case studies focused on five procedures available to SEAs which were hypothesized to improve instructional programs and practices in separate facilities: funding, standards, monitoring, technical assistance and training, and program development and dissemination of information. The dimensions selected for study at the facility level are those which were hypothesized as most likely to be subject to policy intervention by the SEA--staffing, instructional approaches, delivery of program services, and accountability (such as student and staff evaluation). Although the case studies focused primarily on State and local educational agencies, other entities involved in the delivery of special education services within States (such as intermediate education units, other State agencies, and private organizations) were explored as they relate to the educational programs at separate facilities.

Survey of State Divisions of Special Education

This component surveyed the divisions of special education in 50 States and the District of Columbia.[2] The survey focused on the same topics as the case studies. This information was used to confirm or reject hypotheses about the impact of State procedures on separate facilities, developed during the case study component.

Study Contributions and Limitations

Through its four components, the OSEP-sponsored study of separate facilities produced nationally representative data across a broad spectrum of day and residential separate facilities, including both public and private institutions. The data provide a national profile of programs, services, and activities at separate facilities, as well as their students, staff, and administrative

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[1] The 24 facilities selected for case study included 10 primarily serving students with mental retardation or multiple impairments, 10 serving students with serious emotional disturbance and four serving students with sensory impairments (vision or hearing). Nine of the facilities were operated by State agencies, 10 by local or regional public agencies, and five were operated by private organizations. Twelve of the case study facilities provided only day programs, seven operated residential programs only, and five were residential facilities that also accepted day students.

Throughout this chapter the terminology used to identify disability categories is that used in the facility survey and case studies to obtain data concerning students served in day and residential facilities.

[2] One State did not respond.

characteristics. The study also provided data on procedures used by the special education divisions of State educational agencies that can affect educational practices at separate facilities. It was beyond the scope of the study, however, to follow individual students or to compare separate facilities with other special education programs or instructional settings. Also, it was possible to undertake only a relatively small number of case studies. In addition, differences in the scope and purpose of the OCR survey make it necessary to use caution in interpreting apparent changes between 1978-79 and 1987-88. It should also be noted that, in the sample for the OSEP study, facilities primarily serving students with mental retardation or serious emotional disturbance dominated. The numbers of facilities serving other disability groups were relatively small. Consequently, reliable estimates of their numbers and activities cannot be provided. For this reason, it is sometimes difficult to interpret findings on separate facilities that serve students with disabilities other than the two largest groups. Overall, however, the study produced a new body of data on a segment of the special education system that little was known about previously.

The remainder of this chapter presents an overview of the findings of the *Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities.* The next section reviews data from the 1987-88 national survey of separate facilities. It provides a current picture of these organizations and the students they serve. The section that follows discusses the current status of State procedures affecting separate facilities. It draws upon information from the State- and facility-level case studies, as well as the survey of State divisions of special education. The final section examines changes to separate facilities and discusses factors reported to have contributed to those changes. This final section is based on several sources: comparisons of the 1988 OSEP-sponsored facility survey with the 1979 OCR survey; retrospective reports of change from facility administrators; and information reported by case study respondents. The chapter concludes with a summary that highlights major study findings.

SEPARATE FACILITIES: CURRENT STATUS

Data from the survey of separate facilities were used to estimate the number and characteristics of separate facilities in operation during the 1987-88 school year, as well as characteristics of students served in separate facilities. Detailed information was gathered for both day and residential separate facilities operated by both public and private agencies. For the most part, the findings are discussed according to these facility groupings. That is, comparisons are made between day and residential facilities and between public and private facilities. The current status of separate facilities covers three areas--the characteristics of separate facilities, the characteristics of students they serve, and the programs and services they provide.

Characteristics of Separate Facilities

An estimated 3,889 separate facilities were in operation during the 1987-88 school year, serving 384,051 students with disabilities, age birth to 21. Most (68 percent) are day schools serving an estimated 60 percent of the children and youth with disabilities in separate facilities. The number of separate facilities is almost equally divided between those publicly and privately operated (1,977 public and 1,911 private). More students with disabilities, however, are served in public rather than private separate schools (196,357 in public schools and 127,694 in private schools).

Public residential facilities, as a group, have been in operation much longer than any other type of separate facility. Public facilities, both day and residential, tend to be larger on average than private schools of all types. The largest of all publicly operated facilities are the residential schools operated by State mental retardation/developmental disabilities agencies. Private residential schools for students with hearing impairments, although few in number, are, on average, the largest of the private separate schools. The smallest separate facilities are private day schools for students with emotional disturbance.

A key descriptor of separate facilities is the primary disability group served.[3] Table 3.1 shows the distribution of separate day schools according to the primary disability of children served and by the agency operating the facility. Table 3.2 shows the same information for residential schools. A graphic display of the distribution of separate day and residential facilities according to the primary disability group served is provided in figure 3.1.

Table 3.1 indicates that over half the separate day schools (59 percent) are public facilities with most operated by local educational agencies (LEAs). As depicted in figure 3.1, close to half the publicly operated day schools primarily serve students with mental retardation (49 percent); 19 percent serve students with emotional disturbance; and 13 percent serve students with multiple impairments. No public day schools primarily serve students with visual impairments or those with deaf-blindness and very few public day schools primarily serve students with hearing impairments (2 percent), speech or language impairments (3 percent), or learning disabilities (4 percent).

Among private day schools, the vast majority (88 percent) are operated by private nonprofit organizations. In contrast to public day schools, only one-quarter of private day facilities primarily serve students with mental retardation, with 29 percent primarily serving students with emotional disturbance, and 15 percent primarily serving students with learning disabilities. As with public day schools, no private day schools primarily serve students with deaf-blindness.

Table 3.2 shows that residential facilities primarily serve a more limited spectrum of the population than do day facilities: most students in residential facilities either have mental retardation or emotional disturbance. There are marked differences, as well, between public and private residential schools in the primary populations served. Just over half (an estimated 51 percent) of all separate residential schools serve students with emotional disturbance. Most of those facilities are operated by private organizations. Among public residential schools, most (64

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[3] The primary disability served by a facility is the type of disability of the largest number of students served at the facility. The facility may also serve smaller numbers of other disability groups.

TABLE 3.1

Separate Day Schools by Primary Disability Served by Facility and Operating Agency: Estimated Number and Distribution, 1987-88

Operating Agency	Mild/Moderate Mental Retardation	Severe/Profound Mental Retardation	Emotional Disturbance	Learning Disability	Hearing Impairments	Visual Impairments	Orthopedic or Physical Impairments
Public							
State educational agency	22	28	0	0	*	0	0
Local educational agency	219	203	195	47	*	0	39
Regional agency, consortium of school districts, intermediate education agency (IEU)	121	125	72	*	*	0	*
Other public agency	*	25	34	*	*	0	43
Total public							
Number	369	380	300	59	23	0	94
Percentage	23.8%	24.5%	19.4%	3.8%	1.5%	0	6.1%
Private							
Private for-profit corporation	*	*	38	22	0	*	0
Religious organization	*	*	*	*	0	0	0
Other private nonprofit organization	135	123	265	127	*	*	62
Total private							
Number	147	130	314	163	*	*	62
Percentage	13.5%	11.9%	28.8%	14.9%	-	-	5.7%
Total number of day schools	516	510	614	222	35	*	156

- Continued -

TABLE 3.1 (cont'd)

Separate Day Schools by Primary Disability Served by Facility and Operating Agency: Estimated Number and Distribution, 1987-88

Operating Agency	Health Impairments	Autism	Speech or Language Impairments	Multiple Impairments	Deaf-Blindness	Non-Categorical	Total Number	Total Percent
Public								
State educational agency	0	0	0	*	0	0	55	3.5%
Local educational agency	*	*	*	156	0	21	928	60.0%
Regional agency, consortium of school districts, intermediate education agency (IEU)	0	*	21	42	0	23	441	28.5%
Other public agency	*	0	*	*	0	*	124	8.0%
Total public								
Number	*	*	44	206	0	45	1,548	100.0%
Percentage	-	-	2.8%	13.3%	0	2.9%		58.7%[a]
Private								
Private for-profit corporation	0	*	*	*	0	0	77	7.1%
Religious organization	0	0	*	*	0	0	38	3.5%
Other private nonprofit organization	*	27	39	119	0	43	964	88.4%
Total private								
Number	*	29	41	135	0	45	1,091	99.0%
Percentage	-	2.7%	3.8%	12.4%	0	4.1%		41.3%[b]
Total number of day schools	*	48	85	341	0	90	2,639	

Notes: The primary disability served by a facility was the type of disability listed as the primary diagnosis for the largest number of students served by that facility. Students with mental retardation for whom level of retardation was not reported were classified as "mild/moderate" if the facility also served children with learning disabilities or emotional disturbance; otherwise as "severe/profound." Students who were indicated to have "multiple impairments" but whose multiple conditions included both deafness and blindness were re-classified as having "deaf-blindness." Entries may not sum to totals due to rounding weighted data. Data were collected for the 1987-88 school year.

[a] Represents the percentage of publicly-operated day facilities.
[b] Represents the percentage of privately-operated day facilities.

*Indicates cells where coefficient of variation is greater than .30, that is, conventional standards indicate that estimates are insufficiently precise to be interpreted. For estimates equal to zero, no standard errors can be calculated using standard methods.

Source: *Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities*, Stephens et al., 1990.

TABLE 3.2

Separate Residential Schools by Primary Disability Served by Facility and Operating Agency: Estimated Number and Distribution, 1987-88

Operating Agency	Mild/Moderate Mental Retardation	Severe/Profound Mental Retardation	Emotional Disturbance	Learning Disabilities	Hearing Impairments	Visual Impairments	Orthopedic or Physical Impairments
Public							
State educational agency	*	*	*	0	23	*	0
Local educational agency	*	*	29	0	*	0	*
Regional agency, consortium of school districts, intermediate education agency (IEU)	0	*	*	0	*	*	0
Other public agency	*	135	81	0	*	*	*
Total public							
Number	26	174	124	0	45	22	*
Percentage	6.1%	40.6%	28.9%	-	10.5%	5.1%	-
Private							
Private for-profit corporation	*	39	83	*	0	0	0
Religious organization	*	*	30	0	*	0	0
Other private nonprofit organization	53	50	402	28	*	*	*
Total private							
Number	61	96	515	30	*	*	*
Percentage	7.4%	11.7%	62.8%	3.7%	-	-	-
Total number of residential schools	86	271	639	30	63	25	*

- Continued -

TABLE 3.2 (cont'd)

Separate Residential Schools by Primary Disability Served by Facility and Operating Agency: Estimated Number and Distribution, 1987-88

Operating Agency	Health Impairments	Autism	Speech or Language Impairments	Multiple Impairments	Deaf-Blindness	Non-Categorical	Total Number	Percent
Public								
State educational agency	0	0	0	*	0	0	54	12.5%
Local educational agency	0	0	0	*	0	0	76	17.7%
Regional agency, consortium of school districts, intermediate education agency (IEU)	0	0	0	0	0	0	25	5.8%
Other public agency	0	*	0	23	0	0	275	64.1%
Total public								
Number	0	*	0	29	0	0	429	100.0%
Percentage	0	-	0	6.8%	0	0	100%	34.3%[a]
Private								
Private for-profit corporation	0	0	0	*	0	0	134	16.4%
Religious organization	0	0	0	0	0	0	44	5.4%
Other private nonprofit organization	*	*	*	54	*	*	641	78.2%
Total private								
Number	*	*	*	62	*	*	820	100.0%
Percentage	-	-	-	7.6%	-	-		65.6%[b]
Total Number of Residential Schools	*	*	*	91	*	*	1,250	

Notes: The primary disability served by a facility was the type of disability listed as the primary diagnosis for the largest number of students served by that facility. Students with mental retardation for whom level of retardation was not reported were classified as "mild/moderate" if the facility also served children with learning disabilities or emotional disturbance; otherwise as "severe/profound." Students who were indicated to have "multiple impairments" but whose multiple conditions included both deafness and blindness were re-classified having "deaf-blindness." Entries may not sum to totals due to rounding weighted data. Data were collected for the 1987-88 school year.

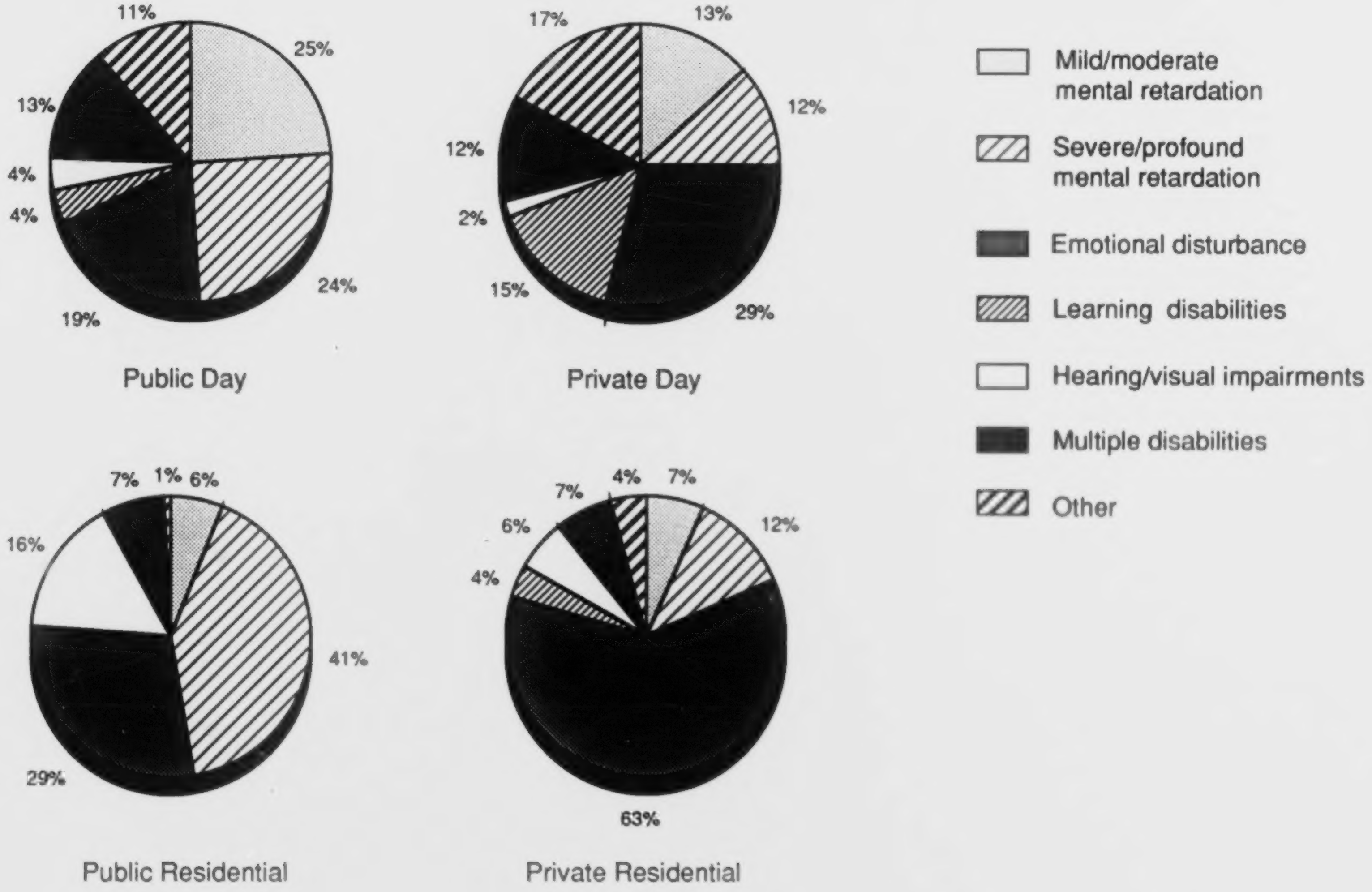
[a] Represents the percentage of publicly-operated residential facilities.
[b] Represents the percentage of privately-operated residential facilities.

*Indicates cells where coefficient of variation is greater than .30, that is, conventional standards indicate that estimates are insufficiently precise to be interpreted. For estimates equal to zero, no standard errors can be calculated using standard methods.

Source: *Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities*, Stephens et al., 1990.

Figure 3.1

Primary Disability Groups Served by Four Types of Separate Facilities, 1987



Source: The Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities, Stephens et al., 1990.

percent) are not operated by education agencies. These schools are most likely to serve students with mental retardation or emotional disturbance. No public residential facilities primarily serve students who have learning disabilities, health impairments, speech or language impairments, or those with deaf-blindness. Also, no public residential schools primarily offer noncategorical programs.

As with private day schools, most private residential facilities (an estimated 78 percent) are operated by nonprofit organizations. In contrast to their public counterparts, the majority of private residential facilities (63 percent) primarily serve students with emotional disturbance. A much smaller proportion serve students with mental retardation (19 percent).

Almost all schools reported some form of current State licensure and about half the day schools (53 percent) and most residential schools (87 percent) held licensure or certification from more than one State agency. Most facilities received licensure and certification from the State educational agency (SEA). Other agencies granting certification and licenses include the State Medicaid agency, State health department, State public welfare department, and other State agencies such as the department of mental health.

For day schools, licensure by State educational agencies was lowest for schools serving students with multiple impairments and students with learning disabilities. However, day schools serving students with multiple impairments were generally licensed by at least one State agency, while 11 percent of students with learning disabilities served in separate day schools were in facilities reporting no current licensure.

Students in residential facilities were somewhat less likely than students in day schools to be served in separate facilities licensed by the State educational agency. Residential students were much more likely to be in schools licensed by State public welfare agencies. Less than 1 percent of students in residential facilities were in schools that reported no current licensure.

Characteristics of Students Served in Separate Facilities

The survey of separate facilities provided a broad range of information on the characteristics of students served in the institutions, including the disability groups served by the various types of separate facilities; the students' primary disability and severity level; and their age, gender, and racial/ethnic composition. The study also collected information on student movement into and out of separate facilities: their previous placement upon entering the facility and their new placements upon exiting.

Type and Severity of Disability

Tables 3.3 and 3.4 show how students are distributed at separate day and residential facilities according to the type and/or severity of their primary disability. Consistent with the facility patterns just discussed, the largest proportion of students served in separate day schools

TABLE 3.3

Distribution of Separate Day School Students by Type and/or Severity of Primary Disability, 1987-88

Type and Degree of Primary Disability	Estimated Total Students	Students with Primary Conditions (%)	Students in Public Facilities[a] (%)	Students in Private Facilities[a] (%)	Total Day School Population[b] Age 0-21 (%)
Learning disabilities	20,124				
Mild/moderate learning disability		59.9	28.8	71.2	5.3
Severe learning disability		37.2	37.3	62.7	3.3
Other		2.9	17.5	82.5	0.3
Mental retardation	89,156				
Mild mental retardation		13.0	71.3	28.7	5.1
Moderate mental retardation		38.4	84.5	15.5	15.0
Severe mental retardation		28.6	86.5	13.5	11.2
Profound mental retardation		20.1	86.8	13.2	7.9
Emotional disturbance	44,185				
Attention defect disorder		17.4	52.3	47.7	3.4
Serious conduct/behavior		47.6	67.4	32.6	9.2
disorder		9.8	52.7	47.3	1.9
Anxiety or withdrawal disorder		5.8	51.6	48.4	1.1
Pervasive developmental		3.1	57.1	42.9	0.6
disorder					
Substance abuse or dependence		7.2	59.9	40.1	1.4
Psychotic or schizophrenic		9.2	58.0	42.0	1.8
thought disorders					
Other emotional/behavior					
disorder					
Hearing impairments	4,556				
Prelingually deaf					
Mild		5.1	*	*	0.1
Moderate		14.0	*	*	0.3
Severe		72.9	61.2	38.8	1.5
Postlingually deaf					
Mild		0.2	*	*	<0.1
Moderate		1.1	*	*	<0.1
Severe		6.7	*	*	0.1
Visual impairments	1,189				
Functionally blind		35.9	*	*	0.2
Legally (but not functionally) blind		35.9	*	*	0.2
Partially sighted		28.3	*	*	0.1

- Continued -

Table 3.3 (continued)

Type and Degree of Primary Disability	Estimated Total Students	Students with Primary Conditions (%)	Students in Public Facilities[a] (%)	Students in Private Facilities[a] (%)	Total Day School Population[b] Age 0-21 (%)
Orthopedic/physical impairments	12,231				
Cerebral palsy		55.6	61.4	38.6	3.0
Quadriplegia, paraplegia or hemiplegia		8.2	70.8	29.2	0.4
Missing/deformed limbs		1.6	*	*	0.1
Other nervous/musculoskeletal system disease		34.5	55.7	44.3	1.8
Health impairments	3,489				
Respiratory conditions		27.4	47.2	52.8	0.3
Circulatory conditions		4.2	*	*	0.1
Other health impairments		68.4	69.3	30.7	1.0
Autism	5,707	100.0	66.1	33.9	2.5
Speech/language impairments	7,869				
Speech impaired		53.0	65.1	34.9	1.8
Language impaired		47.0	50.6	49.4	1.6
Multiple impairments	32,749				
With mild/moderate retardation		45.2	78.4	21.6	6.4
With severe/profound retardation		48.1	72.2	27.8	6.9
Without mental retardation		6.7	41.8	58.2	1.0
Deaf-blindness	149	100.0	*	*	<0.1
Non-categorical	7,312	100.0	45.4	54.6	3.2
Total	228,716	100.0	69.8	30.2	100.0

Notes: Rows and columns may not sum to 100 percent because of rounding. Data for this table were provided for 96,025 of the 136,593 students (unweighted) with disabilities in schools making up the day school sample. Data were collected for the 1987-88 school year.

[a] These two percentages will sum to 100 percent within the row.

[b] These percentages will sum to 100 percent within the column.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

Source: *Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities*, Stephens et al., 1990.

TABLE 3.4

Distribution of Separate Residential School Students by Type
and/or Severity of Primary Disability, 1987-88

Type and Degree of Primary Disability	Estimated Total Students	Students with Primary Conditions (%)	Students in Public Facilities[a] (%)	Students in Private Facilities[a] (%)	Total Residential School Population[b] (%)
Learning disabilities	3,685				
Mild/moderate learning disability		55.1	10.2	89.8	2.1
Severe learning disability		44.2	3.4	96.6	1.7
Other		0.6	*	*	<0.1
Mental retardation	17,171				
Mild mental retardation		12.0	37.9	62.1	2.2
Moderate mental retardation		15.2	37.9	62.1	2.7
Severe mental retardation		23.2	55.9	44.1	4.2
Profound mental retardation		49.6	69.8	30.2	8.9
Emotional disturbance	49,277				
Attention defect disorder		19.1	29.9	70.1	9.9
Serious conduct/behavior disorder		43.7	25.8	74.2	22.6
Anxiety or withdrawal disorder		9.6	25.5	74.5	5.0
Pervasive developmental disorder		4.4	32.5	67.5	2.3
Substance abuse or dependence		6.4	16.2	83.8	3.3
Psychotic or schizophrenic thought disorders		6.5	36.5	63.5	3.4
Other emotional/behavior disorder		10.3	30.8	69.2	5.3
Hearing impairments	10,179				
Perlingually deaf					
Mild		1.6	*	*	0.2
Moderate		6.3	*	*	0.6
Severe		85.5	71.6	28.4	9.1
Postlingually deaf					
Mild		0.4	*	*	<0.1
Moderate		1.2	*	*	0.1
Severe		5.1	*	*	0.5
Visual impairments	2,740				
Functionally blind		39.1	97.7	2.3	1.1
Legally (but not functionally) blind		50.3	96.8	3.2	1.4
Partially sighted		10.6	*	*	0.3

- Continued -

Table 3.4 (continued)

Type and Degree of Primary Disability	Estimated Total Students	Students with Primary Conditions (%)	Students in Public Facilities[a] (%)	Students in Private Facilities[a] (%)	Total Residential School Population[b] (%)
Orthopedic/physical impairments	1,283				
Cerebral palsy		52.5	*	*	0.7
Quadriplegia, paraplegia or hemiplegia		8.8	*	*	0.1
Missing/deformed limbs		3.2	*	*	<0.1
Other nervous/musculoskeletal system disease		35.5	*	*	0.5
Health impairments	395				
Respiratory conditions		*	*	*	<0.1
Circulatory conditions		*	*	*	<0.1
Other health impairments		*	*	*	0.4
Autism	2,451	100.0	17.4	82.6	2.6
Speech or language impairments	682				
Speech impaired		*	*	*	0.5
Language impaired		*	*	*	0.3
Multiple impairments	6,748				
With mild/moderate retardation		31.6	31.6	68.4	2.2
With severe/profound retardation		42.2	49.8	50.2	3.0
Without mental retardation		26.6	35.4	64.6	1.9
Deaf-blindness	170	100.0	*	*	0.2
Non-categorical	554	100.0	*	*	0.6
Total	95,335	100.0	38.6	61.4	100.0

Notes: Rows and columns may not sum to 100 percent because of rounding. Data for this table were provided for 39,355 of the 56,626 students (unweighted) with disabilities in the schools making up the residential school sample. Data were collected for the 1987-88 school year.

[a] These two percentages will sum to 100 percent within the row.

[b] These percentages will sum to 100 percent within the column.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

Source: *Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities*, Stephens et al., 1990.

are those with mental retardation (39 percent), while students with emotional disturbance make up over half the population of students served in residential facilities (52 percent).

The proportions of students with different disabilities served in separate facilities are markedly different from special education students as a whole. For example, students with emotional disturbance make up over half the students served in separate residential facilities, but comprise only about 9 percent of all special education students. Similarly, students with mental retardation, who make up nearly 40 percent of the students with disabilities who attend separate day schools, comprise only 15 percent of the total special education population.

As can be seen from tables 3.3 and 3.4, within disability groups, the severity level of students served in day and residential facilities is generally very similar. For example, for students with learning disabilities, 60 percent of those served in separate day schools are reported to have mild/moderate learning disabilities, compared to 55 percent of such students receiving services in residential schools. Similarly, for students with emotional disturbance, the proportion reported to have serious conduct/behavior disorders is 48 percent in day schools compared to 44 percent in residential facilities. Among students with mental retardation, however, half the students in residential facilities are reported to have profound mental retardation, compared with only 20 percent in day schools. Similar proportions of students with mild mental retardation are served in separate day and residential facilities, (13 percent in day schools and 12 percent in residential facilities). Within disability groups, severity level does not seem to be associated with placement in public or private facilities. For example, for day school students with emotional disturbance, the proportion served in public facilities and the proportion served in private facilities are fairly constant across severity levels.

Age, Gender, and Ethnicity

Data on age, gender and racial/ethnic distribution of students served in separate facilities indicate few unexpected findings. Most students attending separate day schools (61 percent) were of traditional school age, that is between the ages of 6 and 17. Almost one-quarter of the students in day schools were under the age of 6, however, while 16 percent were over the age of 18. Students in residential facilities tend to be older than those in day schools: 23 percent are over the age of 18, and only 8 percent are under age 6. Across age ranges, public and private day schools tended to serve similar proportions of students, although private day schools served a somewhat higher proportion of students from birth through age 2. Among residential facilities, public institutions tend to serve higher proportions of older students than do private facilities.

The distribution of male and female students served in separate facilities is fairly consistent across disability groups for the four types of facilities. Overall, males made up a majority of the population of students served in separate facilities, comprising 64 percent of students in separate day schools and 65 percent of students in separate residential facilities. Public day facilities tend to serve a somewhat higher proportion of males (66 percent) than private day facilities (62 percent). Public residential facilities serve a somewhat smaller proportion of males (59 percent) than do private residential facilities (68 percent). Furthermore, with only one exception males predominate across every disability group in every type of setting. The only situation in which females constitute a majority is private day schools for students with mild/moderate mental retardation.

The racial/ethnic composition of students served in separate schools was, in general, comparable to the composition of all students in the school-age population. No notable differences appeared across public and private day and residential facilities. However, some important differences exist within disability groups. For example, in public day schools, the proportion of black students tends to be higher than average among students with emotional disturbance, hearing impairments, and in non-categorical programs. In private day schools, blacks comprise larger than average proportions of students with severe/profound mental retardation and emotional disturbance when compared to their distribution in the school-age population. Hispanic students make up a larger-than-average proportion of students with hearing impairments, as well as those with orthopedic/physical impairments served in public day facilities, and students with multiple impairments in private day facilities. Asian students comprised higher than average proportions among public day school students with hearing impairments and orthopedic/physical impairments. American Indian/Alaskan Native students were represented at higher-than-average rates among students with emotional disturbance in public day schools, and among students with speech impairments in private day schools. A lower-than-average rate of day school students with hearing impairments were white, non-Hispanic.

In residential schools, a very large proportion (96 percent) of students in private schools for students with learning disabilities were white, non-Hispanic. Blacks with mild/moderate mental retardation and multiple impairments were found to be higher than average in private residential facilities. In public residential facilities, blacks were higher than average among students with emotional disturbance and those with visual impairments. The proportion of Hispanic students served in residential schools was lower than average across all disability groups. This was also true for Asians, except for students with hearing impairments served in public residential schools.

Student Movement Into and Out of Separate Facilities

Over the years, the annual State-reported child count data have reflected little change in the proportion of students receiving services in separate placements. The OSEP study of separate facilities, however, makes it clear that, despite this appearance of stability there is a considerable degree of movement of students both into and out of separate facilities. The study examined 1987-88 data on first admissions (students never before in the school), readmissions (former students who returned to the school after enrollment elsewhere), and discharges (students terminating enrollment). Different patterns emerge among facilities and disability groups in the admissions and discharge rates, in the age at which students enter and exit separate facilities, in their previous placements, and in their new placements upon exiting the facilities.

Among day schools, admissions in 1987-88 averaged 23 per 100 students, with only two readmissions per 100 enrollees. Admission rates were highest among day schools primarily serving students with emotional disturbance (34 percent) and students with learning disabilities (33 percent). Discharge rates were also highest for schools serving these two populations.

Student movement into and out of residential facilities occurred at higher rates than for day schools, averaging 31 new admissions per 100 students and 2 readmissions per 100 total enrollees. Residential schools for students with emotional disturbance had particularly high rates of admissions (59 per 100 students). The rate of discharge for students in residential facilities was also higher than for day schools, with the discharge rates again paralleling admissions rates. That is, they tended to be higher where admissions were higher, and highest for schools serving students with emotional disturbance.

Age at admission. Over half the students entering separate day schools for students with disabilities did so between the ages of 6 and 17, with 35 percent of students entering such facilities at age 5 or younger. Schools serving students with speech or language impairments, those with orthopedic/physical impairments, and schools providing noncategorical programs tended to enroll students at the youngest ages (5 or below). Students with emotional disturbance entering separate day programs for the first time were most likely to be between ages 12 and 17. Only 9 percent of day school students entered for the first time between the ages of 18 and 21.

Private nonprofit day schools served a larger proportion of students age 5 or below than did public day facilities, although publicly funded day schools admitted a larger ***number*** of students under the age of 6. About one-quarter (26 percent) of the students served by public agencies other than education agencies, were between the ages of 3 and 5 upon admission. Over two-thirds (68 percent) of students served by private for-profit day schools entered these facilities between the ages of 12 and 17. Students in this age range also made up a large proportion of the population served by day facilities operated by State and local educational agencies.

Students entering residential facilities for the first time were considerably older than day school entrants. Nearly three-quarters were between the ages of 6 and 17 upon first admission, with only 10 percent below the age of 6. Facilities serving students with mental retardation were most likely to enroll students between the ages of 18 and 21. Similar to the pattern for day schools, students with emotional disturbance entering separate residential programs for the first time were most likely to be between age 12 and 17.

As for private day facilities, private residential schools tended to enroll larger proportions of students in the youngest age range (below the age of 6) than did public residential facilities. In fact, private residential facilities enrolled larger proportions of students across all age ranges except for the oldest students (18-21), who tended to receive services in publicly-operated residential schools. One notable exception to this trend was among private for-profit facilities, which reported 36 percent of their residential school students in the 18-21 year age range. Most of the students served in those facilities (83 percent) had emotional disturbances.

Prior placements of new admissions. The OSEP-sponsored survey asked about the previous educational placements of new student admissions at separate day and residential facilities (see tables 3.5 and 3.6). For day schools, about one-quarter of the students were entering

TABLE 3.5

Previous Educational Placement of New Student Admissions at Separate Day Schools,
by Primary Disability Served at Facility, 1987-88
(Percentage of New Admissions Birth to Age 21)

Previous Educational Placement	Mild/Moderate Mental Retardation	Severe/Profound Mental Retardation	Emotional Disturbance	Learning Disabilities	Hearing Impairments	Visual Impairments	Orthopedic or Physical Impairments
Regular class (with or without resource room)	5.0	1.1	22.8	53.2	*	*	*
Special class in regular school	30.6	23.6	37.7	24.5	*	*	16.5
Special day school	21.0	33.3	10.8	5.0	*	*	16.1
Residential school	3.3	3.8	6.4	3.3	*	*	*
Home-based instruction	4.9	3.8	2.7	1.9	*	*	*
Other educational placement	8.8	14.7	13.2	0.7	*	*	*
No instruction	22.3	16.7	5.0	11.0	*	*	44.0
Unknown	4.3	2.9	1.5	0.4	*	*	*
Total new day student admissions	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- Continued -

TABLE 3.5 (cont'd)

Previous Educational Placement of New Student Admissions at Separate Day Schools,
by Primary Disability Served at Facility, 1987-88
(Percentage of New Admissions Birth to Age 21)

Previous Educational Placement	Health Impairments	Autism	Speech or Language Impairments	Multiple Impairments	Deaf-Blindness	Non-Categorical	Total
Regular class (with or without resource room)	*	*	0.3	0.7	-	*	11.7
Special class in regular school	0.0	*	1.9	18.8	-	*	26.6
Special day school	*	*	3.2	11.8	-	*	16.1
Residential school	0.0	*	0.0	4.5	-	0.0	3.8
Home-based instruction	0.0	*	1.9	1.6	-	16.6	3.8
Other educational placement	0.0	*	13.1	8.0	-	*	10.0
No instruction	*	*	62.1	53.4	-	61.5	25.1
Unknown	0.0	0.0	17.5	1.3	-	*	2.9
Total new day student admissions	100.0	100.0	100.0	100.0	-	100.0	100.0

Note: Data for this table were reported by day facilities with 47,156 of the 136,593 students in the day school sample. Dashes indicate cells with one or fewer responding facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

Source: *Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities*, Stephens et al., 1990.

TABLE 3.6

Previous Educational Placement of New Residential and New Day Student Admissions at Separate Residential Schools, by Primary Disability Served at Facility, 1987-88 (Percentage of New Admissions Birth to Age 21)

Previous Educational Placement	Mild/Moderate Mental Retardation	Severe/Profound Mental Retardation	Emotional Disturbance	Learning Disabilities	Hearing Impairments	Visual Impairments	Orthopedic or Physical Impairments
Residential students							
Regular class (with or without resource room)	*	<0.1	28.4	*	*	*	*
Special class in regular school	66.2	35.4	26.7	*	*	*	*
Special day school	*	27.6	8.7	*	*	*	*
Residential school	*	9.3	16.4	*	*	*	*
Home-based instruction	*	3.5	2.1	*	*	*	*
Other educational placement	*	2.2	8.1	*	*	*	*
No instruction	*	15.6	8.8	*	*	*	*
Unknown	*	6.5	0.9	*	*	*	*
Total new residents	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Day students							
Regular class (with or without resource room)	*	0.0	22.9	*	*	*	*
Special class in regular school	*	32.2	43.2	*	*	*	*
Special day school	*	7.7	7.1	*	*	*	*
Residential school	*	14.8	12.5	*	*	*	*
Home-based instruction	0.0	0.0	3.1	*	*	*	*
Other educational placement	0.0	2.4	1.0	*	*	*	*
No instruction	*	25.3	8.9	*	*	*	*
Unknown	0.0	17.7	1.3	*	*	*	*
Total new day students	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- Continued -

TABLE 3.6 (cont'd)

Previous Educational Placement of New Residential and New Day Student Admissions at Separate Residential Schools, by Primary Disability Served at Facility, 1987-88 (Percentage of New Admissions Birth to Age 21)

Previous Educational Placement	Health Impairments	Autism	Speech or Language Impairments	Multiple Impairments	Deaf-Blindness	Non-Categorical	Total
Residential students							
Regular class (with or without resource room)	*	*	*	*	*	*	19.8
Special class in regular school	*	*	*	41.7	*	*	32.1
Special day school	*	*	*	*	*	*	14.2
Residential school	*	*	*	*	*	*	13.7
Home-based instruction	*	*	*	*	*	*	2.2
Other educational placement	*	*	*	*	*	*	5.7
No instruction	*	*	*	*	*	*	10.0
Unknown	*	*	*	*	*	*	2.4
Total new residents	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Day students							
Regular class (with or without resource room)	*	*	*	*	-	*	22.2
Special class in regular school	*	*	*	29.5	-	*	37.7
Special day school	*	*	*	*	-	*	9.0
Residential school	*	*	*	37.8	-	*	10.9
Home-based instruction	*	*	*	*	-	*	3.6
Other educational placement	*	*	*	0.0	-	*	2.8
No instruction	*	*	*	*	-	*	10.9
Unknown	*	*	*	0.0	-	*	3.0
Total new day students	100.0	100.0	100.0	100.0	-	100.0	100.0

- Continued -

Notes: Data for this table were reported by residential facilities with 20,025 of the 56,621 students in the residential facility sample. Dashes indicate cells with one or fewer responding facilities.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

Source: *Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities*, Stephens et al., 1990.

their first school experience (table 3.5). This is consistent with findings, already discussed, that almost one-fourth of the students in separate day schools are under age 6. The largest proportion of students (38 percent) previously had received services in a regular school environment, either through a special class or in a regular class (with or without resource room instruction). Almost 20 percent of all students had previously been served in a special day or residential school. For day school students, over three-quarters (78 percent) of those with learning disabilities came from a regular school environment, with over half having been served in a regular classroom. This was also true for most students with emotional disturbance (61 percent), many of whom (23 percent) had also received services in a regular classroom setting. Few students previously had been receiving services in a residential facility.

Similarly, for students in residential facilities, most students had previously received services in the regular school environment (see table 3.6). This was true for both residential students and day students served in residential facilities. Not surprisingly, residential school students were much less likely than day students to be entering the facility as their first educational placement. The largest proportion of residential school students receiving their first educational experience in a residential facility were those entering programs for students with severe/profound mental retardation. Across all disability groups, students placed in separate residential facilities were most likely to come from special classes in regular schools. This pattern was particularly likely for students with mild/moderate mental retardation. Residential students were, in general, more likely than day school students to have previously been placed in special classes within regular schools. Students in residential facilities were also much more likely than those in day schools to have been in a residential facility previously (14 percent for residential students and 4 percent for day school students).

Placement on leaving separate facilities. Most of the students below age 17 who exited from separate day schools (62 percent) returned to regular school environments, with many (43 percent) enrolled in special classes. There is, however, much variability among disability groups in terms of their new placements. For example, over half (57 percent) the students with learning disabilities returned to a regular class, while a similar proportion (58 percent) of students with multiple impairments left a separate day school for a special class in a regular school.

Young adults (age 18-21) leaving separate day schools most often entered sheltered employment (24 percent) while 6 percent entered subsidized or supported work programs, 7 percent received vocational training, and just over 12 percent entered the competitive work force. Thirteen percent of the young adults exited to a day activity center, while 19 percent entered a different school setting (e.g., residential school, home-based instruction). Eleven percent of these students had no placement upon exiting the facility and only 3 percent entered a college or university degree program. (For 6 percent of the students, their new placement was not known.) Again, there is much variability among disability groups. Nearly two-thirds of the students with learning disabilities either enrolled in a college/university degree program or went on to competitive work, while none of the students with mild/moderate mental retardation enrolled in a degree program. The most prevalent placement for students with mild/moderate mental retardation who exited day schools was sheltered employment (26 percent).

Over one-quarter of public and private day school administrators (30 percent and 27 percent, respectively) noted that securing appropriate educational, developmental or vocational arrangements for students reaching the maximum age or those ready for a new placement is a very serious problem. This is most likely to be a problem in private day facilities for students with severe/profound mental retardation (57 percent), but close to half (47 percent) the administrators of similar public day facilities also noted this as a problem.

As with day facilities, most students 17 years old or younger who left residential facilities returned to the regular school environment (61 percent) with the majority of those students returning to special classes in regular schools. About one-quarter left to enter other separate day or residential schools.

For older students (18-21) leaving residential facilities, the most common placement was vocational training programs (15 percent) with 12 percent attending a college or university degree program. Most of the residential school students exiting to a college program had attended facilities for students with emotional disturbance. Residential students with emotional disturbance were much more likely than their day school counterparts to go on to a degree program (13 percent for residential students and 5 percent for day facility students). Residential students were also less likely than day school students to have no placement upon exiting the facility. Just 3 percent of residential school exiters compared to 11 percent of day school exiters had no placement upon leaving the facility.

As with day schools, over one-fourth of residential school administrators reported that securing appropriate educational, developmental, or vocational arrangements for students reaching the maximum age or those ready for a new placement was a very serious problem (29 percent for public and 32 percent for private residential facilities). The public residential facilities most likely to experience difficulty with post-school placements were those serving students with emotional disturbance (40 percent), while the private residential schools most likely to report this as a serious problem were those for students with mild/moderate mental retardation (54 percent).

Programs and Services at Separate Facilities

The OSEP-sponsored survey of separate facilities also collected information on the nature of instructional and non-instructional services offered at each facility, staffing and staff turnover, and administrative and personnel problems. In addition, the survey obtained data on costs of programs among the various types of facilities.

Instructional Services

Most students in separate facilities received group instruction in classes of 6 to 11 students, with few students receiving individual instruction. Across all types of facilities and for all disability groups, the majority of students attended on-campus educational programs, but some participated in educational programs offered by another agency or program during the regular school day. Older students (18 to 21) were the most likely to participate in an off-campus program, with over one-quarter participating in educational or other training programs away from their facility.

Non-instructional Services

Most day school students were involved in various non-instructional activities through their school. These activities included physical exercise and physical games, social activities such as parties, dance, music or drama activities, field trips, competitive sports, and special-interest clubs or groups. Few students, however, participated in such activities along with nondisabled peers.

Students in residential schools were also involved in non-instructional activities, but as for day school students, few participated in these activities with peers who are nondisabled. Not surprisingly, a larger proportion of residential than day school students participated in non-instructional activities outside the regular school day.

Across both day and residential facilities, there was some variation in the participation of students in non-instructional activities across disability groups. Students with emotional disturbance and those with multiple impairments were the least likely to participate in non-instructional services. Also, students in private schools were more likely than students in public schools to participate in these activities.

Almost one-third of the survey respondents from public day facilities (31 percent) noted that providing appropriate opportunities for students to interact with nondisabled peers was a very serious problem. Over half (54 percent) the respondents from public day facilities for students with physical impairments and close to half (46 percent) from schools serving children with severe/profound mental retardation reported this as a serious problem. Consistent with the findings discussed earlier, fewer private day facilities (26 percent) noted this as a very serious problem, with facilities for students with multiple impairments most likely to report having difficulty providing opportunities for interaction with nondisabled students (40 percent). In residential facilities, this was noted as a serious problem in one-quarter of the public schools and only 15 percent of the private facilities.

Staffing

Staffing patterns were similar at day and residential facilities across all categories of staff: instructional, support, and administrative. Residential schools averaged somewhat higher instructional staff time per student than day schools (11 hours per week per residential school student versus 9.6 hours per week per day school student). As would be expected, residential schools also averaged more administrative staff, as well as operations and transportation personnel (e.g., custodial, maintenance, food service). The type of instructional staff employed most often were certified special education teachers and paraprofessionals. Most classroom teachers held certification in special education (83 percent). Schools reporting the lowest proportion of classroom teachers with special education certifications were schools that primarily served students with learning disabilities.

A wide range of support and related-services staff were available at separate day and residential facilities, including psychologists, social workers, speech, occupational, and physical therapists, and teachers who provide specialized instruction in remedial academics, music, art, and physical education. Counselors and social workers were the most commonly used support staff. On average, many more hours of support and related services were provided at residential facilities than at day facilities (9.8 and 3.7 hours per student per week, respectively). In day schools, students with mild/moderate mental retardation tended to receive the most hours of support services, while students with learning disabilities received the least. In residential facilities, students with severe/profound mental retardation received more than the average level of support services (10.9 hours per student per week).

Turnover in instructional staff was reported to be more than twice as high in private day schools (22 percent) than in public day schools (10 percent). In residential schools, turnover was also higher in private facilities, but not to the same extent (35 percent for direct care staff in private facilities compared with 24 percent in public; 19 percent for instructional staff in private facilities compared with 16 percent in public). Day facilities for students with severe/profound mental retardation had the lowest rate of staff turnover (7 percent). Those for students with emotional disturbance had higher-than-average turnover of instructional staff.

Almost two-thirds (62 percent) of administrators in private day schools reported that competing with the pay scales and fringe benefits of alternative employers was a very serious problem. A smaller proportion, 30 percent, of public day school administrators felt this way. Public school administrators of residential facilities viewed turnover of direct care staff as a less important problem than did administrators at private facilities.

Program Costs

The OSEP-sponsored survey collected information on the costs of educational and residential programs at separate facilities. Data on program costs per student per day are provided in tables 3.7 (day schools) and 3.8 (residential facilities) by operating agency. The data indicate that educational costs per student per day are higher on average in residential facilities than in day facilities ($55.65 compared to $41.18). *Educational services* provided by private nonprofit corporations are the most expensive. However, *residential services* in nonprofit facilities are the least expensive on average. In addition, for public residential schools, educational services are nearly half the cost of the residential services provided, while there is a much smaller differential for private facilities as indicated on table 3.8. The higher cost of public residential programs no doubt reflects the severity of the population they serve.

Both public and private day and residential school administrators reported that obtaining adequate funding for programs or services to meet the needs of particular groups of students was a very serious problem. This was noted as a problem across all types of facilities, but most often

TABLE 3.7

Cost Data for Separate Day Schools by Operating Agency, 1987-88

Cost Per Student Per Day	Public					Private					All Facilities (228,716)
	State Education Agency (4,514)	Local Education Agency (100,161)	Regional Agency, Consortium, IEU (45,690)	Other Public Agency (9,216)	All Public (159,581)	Individual, Partnership, Family Operated (1,029)	For Profit Corporation (4,777)	Religious Organization (2,624)	Non-Profit Corporation (60,706)	All Private (69,135)	
Mean	*	34.61	35.17	*	35.12	*	*	*	48.92	47.89	41.18
Standard deviation	*	20.56	22.28	*	21.45	*	*	*	30.74	30.16	26.71

Notes: Costs were converted from annual values to per day costs by dividing by the number of days the facility was open each year. Many day schools only operated 9 months per year. Day programs were assumed to operate 5 days per week. Data on cost per student per day were reported by 782 of 1,315 facilities in the day school sample. Students ranged from birth to age 21. Data were collected for the 1987-88 school year.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

Source: *Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities*, Stephens et al., 1990.

TABLE 3.8

Cost Data for Separate Residential Schools by Operating Agency, 1987-88

Cost Per Student Per Day	State Education Agency (7,145)	Local Education Agency (5,386)	Regional Agency, Consortium, IEU (1,701)	Other Public Agency (22,544)	All Public (36,776)	For Profit Corporation (12,465)	Religious Organization (3,251)	Non-Profit Corporation (42,841)	All Private (58,559)	All Facilities (95,335)
Educational services										
Mean	*	*	*	54.36	54.15	*	*	58.56	56.30	55.65
Standard deviation	*	*	*	41.70	38.74	*	*	34.61	34.37	33.74
Residential services										
Mean	*	*	*	110.42	103.18	*	*	78.48	77.77	86.11
Standard deviation	*	*	*	60.64	66.17	*	*	42.48	42.24	52.66
Total mean	*	*	*	148.09	139.65	*	*	132.82	129.75	132.84
Standard deviation	*	*	*	68.41	70.83	*	*	54.52	53.41	59.52

Notes: Costs were converted from annual values to per day costs by dividing by the number of days the facility was open each year. Residential programs were assumed to operate 7 days per week. Data on cost per student per day for educational and residential services were reported by 367 and 379 (respectively) of 626 facilities in the residential facility sample. Total cost per day does not equal exactly the sum of educational costs plus residential costs because of slightly different response rates for items reporting educational and residential costs. Students ranged from birth to age 21. Data were collected for the 1987-88 school year.

*Indicates estimates for which sample size is judged insufficient to permit reliable statistical inference. In addition, where the percentages reported are zero or 100, it is not possible to calculate sampling variances.

Source: *Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities*, Stephens et al., 1990.

by private day schools (43 percent). Private day facilities providing services to students with severe/profound mental retardation were most likely to report funding constraints as a serious problem (60 percent).

STATE PROCEDURES AFFECTING SEPARATE FACILITIES

As shown in the preceding discussion, the separate day and residential facilities that serve students with disabilities are diverse. Facilities may be operated by public agencies, or by nonprofit organizations or private proprietary institutions. Within the public sector, facilities may be operated by local, regional, or State educational agencies; or, they may be operated by non-educational public agencies, such as State departments of health or mental heath. Given this variation in *direct* administrative control that State educational agencies may have, the OSEP-sponsored study sought to explore how States' special education policies may influence programs provided by this diverse group of facilities. Through case studies of State educational agencies and selected separate facilities, the OSEP-sponsored study carried out an in-depth examination of procedures available to State educational agencies that can be used to affect educational practice at separate facilities. The procedures assessed include:

- **Funding:** The level and distribution of entitlement and discretionary or special-purpose grants.
- **Standards:** Staff certification, student-staff ratios, class size, curricula, and graduation requirements.
- **Monitoring:** Compliance reviews of facility programs, including preparation and follow-up activities, sanctions and technical assistance.
- **Technical assistance and training:** Resource centers, in-service training activities, such as seminars or workshops, and consultation with individual facilities.
- **Program development and dissemination:** Development, adaptation and/or the distribution of program materials, including curricula, procedural manuals, or information on state-of-the art practices.

In addition, although not presented in detail here, contextual data was obtained on the general structure of State special education systems and the role of separate facilities in each of the eight case study States. For example, the case studies explored certain factors that have influenced the role and development of separate facilities within States--such as the State's economic vitality or the interest of advocacy groups. The case studies identified variations in these procedures among States and how they may influence educational practice at separate facilities for students with disabilities. In the course of the case studies, hypotheses were generated concerning how SEAs may influence programs at separate facilities. These hypotheses then shaped the questions on the national survey of State divisions of special education. The pages that follow cover the major findings concerning the impact of State procedures on educational practice in separate facilities.

Structure of State Special Education Systems and the Role of Separate Facilities

In all States, local school districts have primary responsibility for provision of special education and related services. In most States, however, a broad range of agencies, both public and private, make up the special education delivery system, including services provided in separate facilities. The survey of State special education divisions provides a more detailed picture than was previously available about the operation of separate facilities.

Survey data indicate that, in over half the States (58 percent), local districts operate some separate facilities, with most programs provided in day rather than residential schools. A number of States (30 percent) also have provisions for joint agreements among districts or for regional consortia to operate separate facilities.

In half the States responding to the survey, SEAs operate separate facilities, most often residential schools for students with hearing or visual impairments. In all States, at least one State agency other than the SEA is also involved in the operation of separate residential facilities for children with disabilities. Generally, the operating State agency also provides the educational program for school-age residents although, in some States, that responsibility has been transferred to local districts or intermediate units in which the facility is located. The majority of States (84 percent) also reported that private schools for students with disabilities offer day and residential programs to students placed there by local school districts.

Survey responses indicated that jurisdictional barriers among State agencies operating separate facilities, particularly agencies with independent fiscal authority, can hamper SEA efforts to bring about change in these facilities. Conversely, the development of special interagency structures to facilitate the coordination of educational services to students with disabilities was reported to have improved the ability of SEAs to affect change in separate facilities operated by other State agencies.

The special education service delivery systems which currently exist in States have been influenced by a number of factors, including the State's economic health, the population of students served through special education, State special education and general education legislation, and the influence and interaction of advocacy and interest groups, the courts, and other State agencies providing special education to children with disabilities. Although these factors have influenced the use of separate facilities within States, all were found to have only an indirect impact on changes to programs of instruction at such facilities. Similarly, the organization of a State's special education system was not reported as a factor that necessarily influences programs in separate facilities.

Special Education Funding Procedures

Typically, Federal, State, and local funds are combined to support the costs of special education and related services provided to students with disabilities served in all types of facilities. The procedures used by States to disburse funds for special education are varied, complex, and comprised of multiple components. The fundamental component of State special education funding systems is the formula used to distribute State funds to school districts. Separate formulas and mechanisms are often used for funding programs for students placed in out-of-district programs, such as SEA-operated facilities, or private schools.

There is considerable variation in the approaches States take to fund special education services, both across placements within States and across different States. Case study respondents indicated that funding procedures are not generally used to affect educational practice at separate facilities, but that specific mechanisms may influence the *use* of separate facilities within States and have the potential to influence the development of service options at the local level.

Certain types of funding formulas or procedures may provide incentives or disincentives for placement in particular types of separate facilities. For example, some States pay all costs associated with student placements in a State-operated facility such as a State school for the blind. This policy, which relieves the LEA of financial responsibility for the student, may provide an incentive to local school districts to place students in State schools. At the same time, this funding mechanism may provide a disincentive to districts to develop appropriate local options for disability groups that can be served in the State-operated program.

Unlike State funding, Federal funds provided under IDEA, Part B and Chapter 1 of ESEA (SOP) are often used by the States for program improvement efforts, which can include separate facilities. A wide range of programs are supported by most States with a portion of IDEA, Part B funds that States can "set-aside" and not use for administrative costs. This funding arrangement enabled States to use these funds to support State priorities and initiatives, according to case study respondents. Respondents reported that discretionary funds provide States with important opportunities to use funding to affect the content and quality of special education programs. Among the case study States, such funds were used most frequently to support resource centers and technical assistance networks, two activities geared toward program improvement. The ability of States to use Chapter 1 funds to supplement programs in State-operated facilities provides another opportunity for States to affect the quality of programs in separate facilities.

Special Education Standards and Compliance Monitoring

All States establish educational standards in the areas of staff certification and program content, for both regular and special education. These standards provide the context in which all education programs must operate within a State, including special education programs at separate facilities. For the most part, separate facilities operated by all types of agencies are generally required to conform to the same standards for staff qualifications and program content as the special education programs operating in local public schools.

The existence of such educational standards in itself, however, does not enable States to improve educational programs at separate facilities. It is the compliance monitoring of educational standards, as required by IDEA, Part B and described in detail in chapter 4, which has the potential to affect programs at separate, as well as other types of facilities.

Because the Federal monitoring requirements have historically emphasized compliance with procedures more than program content and quality, the monitoring systems that have been developed by States tend to focus on procedural issues. State monitoring efforts are remarkably similar, with most systems implemented through a three-step process: the collection and review of documentary material, the on-site validation and review of records, and reporting and follow-up. The greatest variation among States is seen in the last phase, where some States provide to facilities extensive technical assistance that may be focused on program improvement.

In the survey of State divisions of special education, almost all States reported that the primary impact of monitoring was to ensure that special education programs meet minimum Federal and State regulations. States also reported that compliance reviews provide opportunities to encourage program improvements. About half the States said that increasingly, monitoring was focused on program content and instructional issues. Many States reported that compliance monitoring was an effective means for identifying technical assistance needs for future dissemination and program development efforts. The ability to monitor special education programs operated by other State agencies was seen as a particularly powerful tool to effect change at those facilities. In States with a strong link between the monitoring and technical assistance systems, compliance monitoring was reported to be particularly effective in bringing about program improvement.

Technical Assistance, In-Service Training, Program Development, and Dissemination

States engage in a variety of activities designed to assist special education providers in improving services delivered to students with disabilities. All States are routinely involved in the provision of technical assistance, in-service training, and information dissemination to administrators and staff in special education programs statewide. All States provide technical assistance and staff training services through the SEA and generally through other State agencies involved in the operation of separate facilities. Many States fund special education resource and materials centers to augment these activities. However, respondents generally noted that these ventures were often of more relevance to local school district staff than to staff of separate facilities. This is not surprising, given that the vast majority of students with disabilities are not served in separate facilities.

Program development and information dissemination activities varied widely among States, as did the proportion of staff resources devoted to these activities. Regardless of the method of delivery, these types of support services were reported to be a major vehicle for making improvements in the content and methods of instruction in special education programs across all settings. A direct and routine link between monitoring and technical assistance also was reported to be important.

CHANGES TO SEPARATE FACILITIES

A major objective of the OSEP-sponsored *Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities* was to investigate changes in separate facilities since the enactment of EHA, now IDEA in 1975. The study documented changes that have occurred and identified factors influencing those changes. Several sources of information were used.

- A comparison of 1987-88 data on 487 facilities from the OSEP-sponsored survey of special facilities with 1978-79 data on those same facilities from the decade-old OCR *Survey of Special Purpose Facilities.*
- Retrospective reports of current administrators of 1,498 facilities included in the OSEP-sponsored survey that were in operation during both 1976 and 1988, concerning changes that have occurred since 1975-76, when EHA, now IDEA, was enacted.
- Discussions with administrators in each of the 24 case study facilities concerning changes that have occurred since 1975-76.

The 1987-88 survey of separate facilities and the 1978-79 OCR survey included 487 facilities in common,[4] allowing comparisons over time to be made for these facilities. It should be noted, however, that these 487 institutions are not representative of the total 1988 separate facility population. The 1979 OCR Study was a survey of State-operated or supported day and residential facilities for students with disabilities. It did not include all types of facilities that were included in the OSEP-sponsored study, most notably LEA separate schools, which make up a large percentage of separate facilities. Thus, caution should be observed in extending the findings to separate facilities generally.

Administrators in each of the 24 case study facilities were asked about changes that have occurred in their institutions since 1976. These case study data provide both more detailed information on the types of changes taking place at separate facilities and on the factors associated with those changes. This section discusses the changes that have occurred in separate facilities in three areas: in the facilities themselves, the students they serve, and the programs and services they provide.

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[4] During the OSEP-sponsored survey of separate facilities, data were obtained for 192 separate day schools (50 public and 142 private) and 295 separate residential facilities (163 public and 132 private) which also had been included in the 1978-79 OCR *Survey of Special Purpose Facilities.*

Changes in the Facilities

The most striking change over the period between the OCR survey and the OSEP-sponsored survey was that the number of students in separate residential facilities decreased dramatically (24 percent). During the same period, the number of students served in the separate day facilities surveyed by OCR increased modestly (about 4 percent). Changes varied for public and private facilities, as well as for various disability groups, however. Student populations in public day schools in operation during 1979 experienced a large increase (34 percent) while private day school enrollment shows a small decrease (6.5 percent). Case study respondents attributed the increase in the public day school population to two factors: a general population increase in local communities, and the expansion of programs for students with disabilities, which enabled them to be educated in schools within their local communities.

Among separate residential facilities, the picture was different. Public residential facilities in the OCR comparison group reported a dramatic decline in population (40 percent), while private residential facilities had a fairly substantial increase (18 percent). Declines in school-age populations in State-operated facilities have been particularly sharp, primarily due to the deinstitutionalization movement and in association with the increased capacity of local public school programs to serve students with disabilities.

Changes in Students Served

The changes in populations served in the various types of separate facilities were associated with shifts in the disability groups served. There were striking decreases in the proportion of students in separate facilities who have mild or moderate mental retardation, particularly in public day schools (see table 3.9). During the same period, large increases occurred in the population of students with severe/profound mental retardation in public separate day schools. This shift paralleled substantial decreases in the proportion of those students in public residential facilities. In another notable change, the proportion of students with emotional disturbance or behavior problems increased at all types of separate facilities.

Based on the data reported by the facilities in the OCR comparison group, it appears that day schools, which in 1979 primarily served students with mild or moderate mental retardation, had by 1988 switched to predominantly serving students with severe/profound mental retardation. Consistent with this change was a reported decrease in the proportion of students with severe/profound mental retardation who are served in residential facilities. Residential facilities also reported a change to serving much larger proportions of students with emotional disturbance, although this was the case across all types of facilities. Administrators reported that decreases in the numbers and proportions of students with mental retardation in residential facilities are associated with efforts to reduce the total population, and particularly the school-age population, in large public residential institutions.

TABLE 3.9

Distribution of Students by Primary Disability Group at Separate Facilities Surveyed in 1979 and 1988

	1979 OCR Survey[a]			1988 OSEP Survey[b]		
	Public	Private	Total	Public	Private	Total
Day schools						
Mild/moderate retardation	64.3	17.5	30.0	21.0	11.5	14.8
Severe/profound retardation	18.2	4.9	8.4	58.6	8.0	25.5
Serious emotional disturbance	2.6	16.4	12.7	4.2	22.3	16.1
Learning disabilities	1.5	17.6	13.3	0.1	12.0	7.9
Speech impairment	0.5	5.7	4.3	2.0	6.0	4.6
Deaf-blindness	0.2	0.1	0.1	0.0	0.1	0.1
Orthopedic impairments	1.2	7.7	5.9	0.6	9.2	6.2
Visual impairments	0.5	1.2	1.0	0.3	1.2	0.8
Deaf or hard of hearing	6.3	9.0	8.3	5.0	5.2	5.1
Health impairments	0.2	1.2	1.0	1.6	3.7	3.0
Multiple impairments	4.2	14.5	11.7	4.4	16.1	12.1
Other children	0.5	4.2	3.2	2.4	4.6	3.9
Total	100.0	100.0	100.0	100.0	100.0	100.0
Residential facilities						
Mild/moderate retardation	9.6	10.4	9.9	3.5	5.0	4.1
Severe/profound retardation	37.3	2.5	27.8	21.3	4.8	14.3
Serious emotional disturbance	9.7	33.8	16.3	26.4	47.8	35.5
Learning disabilities	0.1	7.2	2.0	0.9	6.4	3.2
Speech impairment	0.1	0.7	0.3	0.6	0.5	0.5
Deaf and blind	0.9	2.4	1.3	0.6	0.0	0.4
Orthopedic impairments	1.0	1.5	1.1	2.0	1.9	2.0
Visual impairments	8.0	2.5	6.5	9.6	2.4	6.6
Deaf or hard of hearing	25.0	23.0	24.4	27.1	13.3	21.2
Health impairment	0.2	3.2	1.0	1.1	4.6	2.6
Multiple impairments	6.7	10.2	7.7	6.2	12.7	9.0
Other children	1.4	2.5	1.7	0.8	0.8	0.8
Total	100.0	100.0	100.0	100.0	100.0	100.0

- Continued -

[a]Source: 1978-79 OCR *Survey of Special Purpose Facilities.*

[b]Source: *Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities*, Stephens et al., 1990.

Note: Because the facilities represented in this table were a nonrandom subset of the total population of facilities--that is, they were selected because they had previously been surveyed in the 1978-79 OCR *Survey of Special Purpose Facilities* which did not include the full universe of facilities in operation at that time--the statistics presented here are not based on weighted data and cannot be generalized to all facilities that may have been in existence since 1979.

As expected from the changes just discussed, survey respondents generally reported an increase in the overall severity of impairment among their students, compared with students served during the previous decade. Most facilities reported an increase in severity of the population served; private residential facilities were most likely to do so. Very few facilities reported that their students had less severe impairments than in the past.

Administrators of day facilities reported a modest increase in the number of students birth to age 5, particularly those served in public day schools. They also reported decreases in the traditional school-age population (6-17). Public residential facilities also reported declines in the school-age population, but fairly substantial increases in the 18-21 year old population served (14 percent). Private residential facilities reported a very modest increase in the school age population, with a small decline in the 18-21 year old population served. Case study respondents noted that the increase in the preschool population had resulted from an increased emphasis on early intervention and the increased availability of public funding for such programs. Those operating private residential programs that serve students with emotional disturbance noted that they were receiving more referrals in mid to late adolescence, a time when more severe behavioral or functional problems manifest themselves in school and community settings.

Changes in Programs and Services

In response to changes in their student populations, some separate facilities have modified their general approach or missions. For example, in some State-operated residential facilities, education services are no longer provided by facility staff. Instead, students attend classes, either on- or off-campus, operated by the local public school district. Separate facilities have also built upon their expertise by providing information, technical assistance, and training to other agencies and providers in their States. Facility administrators report other changes in programs and services, including staffing, student integration, parent involvement, and changes to programs and methods of instruction.

Staffing changes. Current administrators of separate facilities reported substantial improvements in the quality of staff employed at separate facilities over the past decade. Administrators at all types of separate facilities reported that instructional staff have more appropriate training than in the past. The case studies clearly showed this trend, along with the increased prevalence of certification and/or licensure among staff. Case study respondents generally noted that increased technical assistance and training had contributed to this change. Over half the facilities attributed improvements to the greater availability of preservice training programs.

Changing student populations also resulted in differences in the composition of staff at separate facilities. One-quarter of the case study facilities reported hiring more teachers for students with multiple impairments and other students with severe disabilities. The same proportion reported increases in vocational teachers and staff involved in providing transition skills (living skills, pre-vocational training, and community-based programs). In addition to changes in instructional staff, over half the case study facilities reported employing more related services personnel. However, little change in student/staff ratio was noted in the facilities surveyed both by OCR and by OSEP.

Nationally, substantial proportions of separate facilities reported serious problems in recruiting appropriate instructional staff. Fewer reported problems finding related services personnel, however. Just over half the case study facilities found it harder to hire staff than in the past.

Student interaction. One of the criticisms of separate facilities is that students do not generally interact with their nondisabled peers, as they can when placed in less restrictive settings such as a separate class within a regular school building. For residential students, this difficulty is likely to extend to non-school hours as well. Most separate facilities, however, reported providing opportunities for interaction (e.g., social, activities, field trips, competitive sports), commensurate with the student's needs and abilities as facility staff perceive them, although as noted earlier, opportunities for interaction were reported to be very limited.

Nationally, between 50 and 65 percent of separate facilities reported that opportunities for interaction with nondisabled peers had increased since 1976. The increase in opportunities for interaction was less evident in private than public facilities, and least evident in facilities serving students with emotional disturbance.

Increased parent involvement. The vast majority of respondents to the survey of separate facilities reported that facility staff had increased their involvement with parents. Activities that had increased included parent-teacher conferences and other avenues of communication between the facility and parents, workshops or training sessions for parents, parent associations, open houses for parents, and family counseling support.

Staff initiative in case study facilities was cited as a key factor in increased parent involvement. About half the case study facilities reported that Federal and State provisions requiring parents to become more involved through the process of developing individual education plans (IEPs) contributed to the increase.

Changes in Programs and Methods of Instruction

Not surprisingly, nearly all separate facilities experienced considerable change after 1976 in the use of individualized approaches to educational programming as a result of requirements to implement IEPs. Another program change noted by a number of facilities was the more recent development of transition plans to facilitate movement from one educational setting to another, or from the educational system to the adult social service system and community life.

A major change in the types of instruction offered by separate facilities was noted by schools that currently have either life skills or vocational education programs. An increased emphasis on development of these types of programs since 1976 was attributed to changes in goals for their students to community-based settings rather than institutional placements as adults.

Changes in the student population, particularly the increase in students with more severe impairments, also increased the emphasis placed on pre-vocational and job-readiness training. Many facilities also noted increased use of treatment and behavioral goals in educational programming. The principal factor associated with this change was a change in the characteristics of the student population, particularly in the severity of impairments and the prevalence of multiple disabilities.

The single most frequently made change in educational programming mentioned by the case study facilities was an increased emphasis on vocational preparation and training. Half of the facilities reported an increase in vocational education in the classroom setting or in work experience programs, especially in off-campus settings. The availability of grants or other specifically targeted funding for program development, particularly Part B and Federal vocational education funds, was considered important in providing opportunities for program development and experimentation in vocational education.

SUMMARY

The OSEP-sponsored *Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities* provides nationally representative data across a broad spectrum of day and residential separate facilities, including both public and private institutions. The data provide the first national estimates of programs, services, and activities at separate facilities, as well as their students, staff, and administrative characteristics. The study also provides information about procedures used by the special education divisions of State educational agencies that can affect educational practices at separate facilities.

Survey data from the study estimate that 3,889 separate facilities were in operation during the 1987-88 school year, serving 384,051 students from birth to age 21 with disabilities. Most students served in separate facilities attend public day schools which are primarily operated by local educational agencies. The number of operating separate facilities are almost equally divided between public and private agencies, although the populations served by each type of facility are quite different. Students with mental retardation tend to be served in public schools, while students with emotional disturbance make up the majority of students served in private facilities. In addition, students with mental retardation make up a large proportion of the day school population. In contrast, more than half the students in residential facilities have emotional disturbance. Most residential facilities are not operated by education agencies.

Aside from their primary disabilities, few differences emerge in the characteristics of students served across the four types of separate facilities (public day schools, private day schools, public residential facilities, and private residential facilities). The severity level of students served in day and residential facilities is generally very similar, with most students within the traditional school age range (6 to 17). Males comprise the majority of students with disabilities served in separate facilities. Also, the racial/ethnic composition of students is generally similar to the racial ethnic composition of students in the general school population, although there were some differences across disability groups.

The annual State-reported data on student placements is not detailed enough to allow an examination of the stability of the population of students served in separate facilities. Until now, it has been known only that the proportion of students served in separate facilities has remained relatively constant over the years. Survey data from the OSEP study reveal that there is a considerable degree of movement of students into and out of separate facilities. For the most part, the rate of student movement (admissions and discharges), the prior placements of students, and their placements upon exiting the separate facility, reflect the nature of the population served in each type of facility.

- In day schools, admission rates were highest among facilities primarily serving students with emotional disturbance and students with learning disabilities. Residential schools for students with emotional disturbance had particularly high rates of admission.

- Across all types of facilities, discharge rates generally paralleled admission rates such that they tended to be higher where admissions were higher, and highest for schools serving students with emotional disturbance. Student movement into and out of residential facilities occurred at higher rates than for day schools.

- Most students entering separate day schools for students with disabilities did so between the ages of 6 and 17, although 35 percent of students entered at age 5 or younger. Private schools (both day and residential) tended to enroll larger proportions of young students than did public facilities.

- Students entering residential facilities for the first time were considerably older than day school students, with facilities serving students with mental retardation most likely to enroll students between the ages of 18 and 21.

- In most cases, the placement of students prior to the separate facility was in a regular school environment, either in a special class or in a regular class (with or without resource room instruction). Similarly, most of the students below age 17 who were discharged from separate day schools returned to regular school environments.

- Although there was much variability among disability groups, the most prevalent placement for young adults (18-21) leaving separate day schools was employment (either sheltered or competitive), with 11 percent reporting no placement upon exit and less than 1 percent entering a college or university degree program. In contrast, for older students leaving residential facilities, the most common placement was vocational training programs, with 12 percent attending a college or university degree program. A much lower proportion compared to day school students had no placement upon exiting the residential facility.

Few differences were noted among the four types of facilities in the programs and services offered. Differences, again, reflect the population served at each type of facility.

- Most students received group instruction in classes of 6 to 11, with the majority of students attending on-campus educational programs. Older students were the most likely to be enrolled in an off-campus education or other training program away from their facility.

- Although some variability was observed across disability groups, most students in separate facilities were involved in a variety of non-instructional activities. Few students participated in such activities along with nondisabled peers.

- Staffing at day and residential facilities was similar across all categories of staff with residential schools averaging somewhat higher instructional staff time per student than day schools. Residential schools also averaged more administrative staff, as well as operations and transportation personnel. In addition, many more support and related services were provided at residential facilities than at day facilities.

- Educational costs per student per day are higher on average in residential facilities than in day facilities, with little variation across operating agencies. Educational services provided by private nonprofit corporations tend to be the most expensive. The cost of residential services in facilities operated by private nonprofit organizations are the least expensive.

- In public residential schools, educational services are nearly half the cost of the residential services provided. In contrast, a much smaller differential appears in private facilities. The higher cost of public residential programs undoubtedly reflects the severity of the population served in these types of programs.

Since enactment of EHA, now IDEA, in 1976, there have been major changes in the roles of Federal, State, and local educational agencies in the provision of special education programs for students with disabilities, including those offered in day and residential facilities. Like special education programs in other settings, separate facilities have made changes in many aspects of their practice, such as increased individualized program planning and evaluation, parent involvement, and to some extent opportunities for more interaction with nondisabled peers. Changes in goals and expectations about the potential of persons with disabilities has resulted in increased emphasis on life skills and vocational training, and on planning for the transition from school to adult life. Another major change to programs in separate facilities was reported to be an increase in the quality and composition of staff employed by separate facilities.

To a large extent, staffing and other changes that have occurred in separate facilities have occurred in response to changes in the student populations served at such facilities. Separate facilities are serving students with more severe disabilities as well as increased proportions of students outside the traditional school-age range. In separate facilities the proportions of both preschool (birth-5) and older students (18-21) have expanded, and programs have had to change to accommodate changing student needs.

State educational agency procedures have played an important role in influencing program change at separate facilities, and have impacted the patterns of use of separate facilities within States. The structure of State special education systems and the methods used to distribute State funds for special education programs seem to be important factors in influencing the use of separate facilities within States. The State compliance monitoring system was reported to be one of the best methods available to States for identifying technical assistance needs, while the provision of technical assistance, in-service training, and, to a lesser extent, program development are seen as effective activities for initiating and supporting program improvements. The availability of Federal funds is important in helping States develop their capabilities for technical assistance, training, program development, and dissemination, particularly through Part B funds used to finance State resource and materials centers.

Regardless of the procedures used by the SEA, there are overriding contextual factors which influence the ability of the SEA to affect programs in separate facilities. Most notably, jurisdictional barriers among State agencies operating separate facilities, particularly agencies with independent fiscal authority, can hamper SEA efforts to bring about change in separate facilities. This finding is particularly important given that most residential facilities are not operated by public education agencies. Thus, in many States, the SEA can be limited in its ability to implement programmatic change in separate residential facilities.

The *Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities* has done much to inform knowledge about separate facilities, but one of the drawbacks of the study is the lack of a comparative database on special education programs in other settings. Such a database would help to assess the significance of many of the study findings. For example, it is difficult to interpret the importance of the finding that students in separate facilities do not have much of an opportunity to interact with nondisabled peers, because the extent of interaction for children in other special education settings is not known.

The study results suggest many other potential areas of investigation that would further increase our understanding of the role of separate facilities in the special education delivery system. For example, periodic data collection on separate facilities would enable a detailed longitudinal examination of the characteristics of separate facilities and the patterns of use of such facilities. Other research activities could focus on the nature of services provided to students in residential settings, individual student placement histories, outcomes for students served in separate facilities, and the role and attitude of parents regarding placement in separate facilities. The large proportion of students with emotional disturbance served in residential facilities also suggests a need for a more detailed investigation of these types of separate facilities.

References

Stephens, Susan A., K. Charlie Lakin, Marsha Brauen, and Fran O'Reilly (1990). *The study of programs of instruction for handicapped children and youth in day and residential facilities.* 3 vols. Washington, D.C.: U.S. Department of Education and Mathematica Policy Research.

CHAPTER 4

ASSISTING STATES AND LOCALITIES IN EDUCATING ALL CHILDREN WITH DISABILITIES

In enacting the Individuals with Disabilities Education Act (IDEA), originally the Education of the Handicapped Act (EHA), Congress assigned the responsibility for providing a free appropriate public education to all children with disabilities to State and local governments. State educational agencies and local school districts are aided in implementing the nation's special education mandates through financial assistance, monitoring oversight, policy support, and technical assistance from the U.S. Department of Education. This chapter describes the efforts of the Federal government to assist States and localities in implementing special education and related services, with particular attention to the role of the Department's Office of Special Education Programs (OSEP) during FY 1990.

The primary responsibilities of the Office of Special Education Programs (previously the Bureau of Education for the Handicapped) have not changed since the inception of IDEA, originally EHA. The Federal obligations identified above, those of financial assistance, monitoring oversight, policy support, and technical assistance are critical and interrelated responsibilities of the Office of Special Education Programs.

The Department's efforts during FY 1990 to meet the purposes of Section 601(c) "to assess and assure the effectiveness of efforts to educate children with handicaps" and Section 618(a)(1)-(2) of the IDEA "to assess progress in implementing the Act;" and "to assess the impact, and effectiveness of State and local efforts,...to provide...free appropriate public education..." serve to introduce this chapter. The above activities are conducted by OSEP to meet the purposes of Sections 601(c) and 618(a)(1)-(2).

Since these Federal compliance and oversight activities must keep pace with, if not anticipate, changes in the law and its implementation, the methods by which information is collected and the procedures employed by OSEP to evaluate this information are continuously examined--with the resulting necessary refinements to these systems. An overview of the Department's recent initiatives to improve Federal monitoring and technical assistance to States and localities is detailed in this chapter.

The chapter also describes two Federal formula grant programs of financial support for special education, the IDEA, Part B State Grant Program and Chapter 1 Handicapped Program under the Elementary and Secondary Education Act (ESEA). Monitoring activities described in this chapter involve children served under both programs. The IDEA Part H Program for Infants and Toddlers and the IDEA Preschool Grants Program are described in chapter 2.

FEDERAL PROGRAM REVIEW PROCESS

The provision of Federal financial support to assist State and local educational agencies in providing a free appropriate public education for all children with disabilities is contingent upon full State compliance with all requirements of Part B, including Section 612(6). This key statutory requirement designates the State educational agency (SEA) as the central point of responsibility and accountability in the State for assuring that:

- The mandates of the IDEA, Part B and Education Department General Administrative Regulations (EDGAR) requirements are carried out;
- All educational programs for children and youth with disabilities administered within the State, including each program administered by any other public agency[1]
    - -- Are under the general supervision of the persons responsible for educational programs for children and youth with disabilities in the State educational agency; and
    - -- Meet the educational standards of the State educational agency (SEA) -- [20 U.S.C. 1412(6)].

As detailed in previous annual reports, the Office of Special Education Programs (OSEP) conducts comprehensive program reviews to determine whether State educational agencies (SEAs) are carrying out their responsibilities under the IDEA, EDGAR, and other related Federal mandates. In order for a State to receive funds under IDEA, Part B, the State educational agency (SEA) must:

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[1] The term "public agency," as defined in the regulations for the IDEA, Part B (i.e., Section 300.11), includes the SEA, local educational agencies (LEAs), intermediate educational units (IEUs), and any other political subdivisions of the State which are responsible for providing education to children with disabilities.

- Submit a State Plan to the Secretary of Education. This Plan must meet all IDEA, Part B requirements and set forth:
    - The policies, procedures, and systems the SEA has established to carry out applicable Federal requirements; and
    - Assurances that the State will adhere to all such Federal requirements.
- Exercise general supervisory authority over each educational program for children with disabilities within the State, consistent with requirements of 34 CFR 300.600 of the IDEA regulations;
- Review and approve applications for IDEA, Part B funds submitted by eligible local educational agencies and other public agencies providing special education and related services; and distribute IDEA, Part B support to these agencies in accordance with Federal requirements; and
- Monitor and evaluate educational programs assisted by IDEA, Part B funds, as required by Sections 76.101 and 80.40 of EDGAR.

Following the enactment of the IDEA, the Federal government intensified efforts to: (1) monitor program implementation; and (2) assist State and local agencies in establishing effective special education policies, procedures, and practices. Over the course of the past twelve years, State data, as well as studies conducted by OSEP, State agencies and other interested parties, have documented the considerable progress realized since the publication of the EHA, Part B regulations in 1977.

Each succeeding annual report has noted that the number of children served under the Act has increased as have the types and numbers of personnel employed to serve these children. This longitudinal information also indicates that more children are being served at younger ages (due, in part, to the influence of existing and evolving Federal programs to assist infants, toddlers and preschool children). The expansion in the range of children served under Part B has occurred in tandem with improvements in the SEA's capacity to monitor and assist all public agencies that provide direct services to children with disabilities.

As discussed in the chapter's introduction, program review activities described herein are part of an overall system of Federal assistance to States and localities which also includes financial, policy, and technical assistance support. In addition to the distribution of appropriated funds, the Federal role in special education encompasses: on-site monitoring to ensure that legal requirements, policies, and procedures are being met as detailed in the State Plan; policy formulation, review, and interpretation; evaluation and systems development; information production; and technical assistance and dissemination. Efforts by OSEP to improve upon and better integrate the various components of the overall system of assistance are examined on the following pages.

As an essential component of the overall system, the Federal program review process is structured to determine if SEAs are implementing the policies and procedures which: (1) are required under IDEA, Part B, and (2) have been incorporated in the State Plan approved by the Secretary of Education. The program review process employed by OSEP is the means of assuring legal accountability (that is, compliance with Federal law) of States receiving funds under Part B.

The Department carries out the following interrelated activities through the Office of Special Education Programs (OSEP) to monitor the implementation of the IDEA, Part B by State educational agencies (SEAs):

- State Plan review and approval;
- The review of State policy and technical assistance documents, State monitoring reports of LEAs and other public agencies, annual performance reports, and other information utilized by the SEA to administer IDEA, Part B;
- On-site compliance monitoring review;
- Review and verification of Corrective Action Plan (CAP) implementation;
- Complaint investigation and Secretarial review of complaints;
- Ongoing communication with the SEAs, national and State organizations, parents and advocates, and other constituents; and
- Specific issue compliance monitoring review.

Prior to describing each of these Federal activities, it is important to recognize the evolution of special education law and programming and to emphasize the Department's continuous efforts to evaluate and, as necessary, to refine the overall system of program and policy review.

During the 1988-89 and 1989-90 school years, the Department implemented procedures to strengthen the corrective action process, including OSEP's procedures for verifying the completion by an SEA of the required corrective actions. Additionally, in an effort to improve the Federal policy and program review process, the Department has undertaken the following initiatives:

- With the assistance of the Federal Regional Resource Center (FRRC), OSEP has invited parents, advocates, and local and State-level personnel to provide input regarding various monitoring activities and issues. OSEP meets periodically with representatives of advocacy and parent groups, professional associations, and local and State personnel to review the current effectiveness of Federal monitoring efforts as well as on-going refinements in the system.

- The Office of the General Counsel has been actively involved in reviewing information (e.g., State Plan material, regulations, monitoring findings, and corrective actions) specifically related to the States' implementation of the IDEA's procedural safeguards requirements.

- The State Plan review process has been strengthened through the implementation of a system of multiple-level staffings within the Department (i.e., review, analysis, validation, resolution).

- Public meetings within States are held approximately six weeks prior to OSEP's on-site monitoring visits so that information gathered may be utilized in monitoring of the State's implementation of Federal law.

- State document and data source review have been expanded prior to and during on-site monitoring in order to obtain additional information about the implementation of SEA policies and procedures.

- Legal obligations and monitoring policies have been clarified.

- Monitoring reports have been strengthened by focusing on changes in State policy, procedures, and systems needed to effectively administer Federal law.

As previously noted, the refinement of the system of Federal program and policy review is an ongoing process driven by an expanding array of legal requirements, judicial interpretations, policy clarifications, and service options. In order to reflect a constantly evolving policy environment in special education, the Department annually reviews and updates its monitoring methods and procedures.

State Plan Review and Approval

Once every three years, each State submits a State Plan which details its policies, procedures, and systems to carry out and administer the provisions of IDEA, Part B. IDEA, Part B funding is contingent upon full or one-year conditional approval of the State Plan. Through ongoing and interrelated activities, OSEP determines the extent to which the approved State Plan is being carried out. A description of these activities follows.

The State Plan Review Schedule

During the 1985-86 school year, OSEP implemented a staggered State Plan review schedule under the authority of EDGAR, at 34 CFR 76.103(b). State assignments under the staggered State Plan review schedule are provided in table 4.1. In the spring of 1990, the 21 States in Group One submitted their Plans for the full three-year period covering FYs 1991, 1992, and 1993. In 1989, the 19 States comprising Group Three submitted State Plans for FYs 1990, 1991 and 1992. The States, territories, and the Bureau of Indian Affairs which comprise Group Two (a total of 17) will submit FY 1992, 1993, and 1994 State Plans in the spring of 1991.

State Plan Requirements

State Plans submitted for Departmental approval must contain copies of all State statutes, regulations and policies used by the State in implementing the various IDEA, Part B requirements. In addition, policies or procedures included in the Plan to meet certain IDEA, Part B provisions must include guidance on how public agencies under the SEA's supervision can ensure compliance with Federal and State law.

State educational agencies must document for OSEP that the requirements for public participation in the development of the State Plan have been met, including the convening of public hearings in more than one location (see 34 CFR 300.280-300.284 and 76.101).

Table 4.2 provides a listing of the types and frequencies of issues identified by OSEP reviewers in State Plans submitted by the Group One States.

Table 4.3 lists the prominent policy issues identified through the FY 1991-93 State Plan review process.

Resolution of Issues

Of the 21 Plans submitted by the Group One States for FY 1991-93, 17 were conditionally approved. The conditional approval designation is generally applied when a State has some deficiency in its Plan that will take a significant amount of time to correct (e.g., a State statute must be amended, but the legislative session has ended for the year). Under the procedure for

TABLE 4.1

Groupings of States for State Plan Submission

Group One. State Plans submitted for FY 91-93 in 1990

- Arkansas
- California
- Commonwealth of the Northern Marianas
- Delaware
- Georgia
- Guam
- Hawaii
- Indiana
- Kansas
- Kentucky
- Louisiana
- Maryland
- Massachusetts
- Minnesota
- Nevada
- Ohio
- Oklahoma
- Rhode Island
- South Carolina
- Texas
- West Virginia
- Palau (Cons. App.)

Group Two. State Plans submitted for FY 89-91 in 1988; State Plans to be submitted for FY 92-94 in 1991

- Alabama
- Alaska
- Bureau of Indian Affairs
- Colorado
- Florida
- Maine
- Michigan
- Mississippi
- Missouri
- Nebraska
- New Jersey
- New Mexico
- Oregon
- Pennsylvania
- Tennessee
- Vermont
- Virgin Islands

Group Three. State Plans submitted for FY 90-92 in 1989

- American Samoa
- Arizona
- Connecticut
- District of Columbia
- Idaho
- Illinois
- Iowa
- Montana
- New Hampshire
- New York
- North Carolina
- North Dakota
- Puerto Rico
- South Dakota
- Utah
- Virginia
- Washington
- Wisconsin
- Wyoming

Source: U.S. Department of Education, Office of Special Education Programs, Division of Assistance to States.

TABLE 4.2

Types and Frequencies of Issues Identified in 1991-93 State Plans Submitted by Group I States

(Number of State Plans Submitted: 21)

State Plan Issue	Number of States
1. Right to Free Appropriate Education 34 CFR (300.121-300.122 & 300.5)	8
2. Full Educational Opportunity Goal (300.123-300.126)	3
3. Child Identification (300.128)	3
4. Individualized Educational Program (IEP) (300.130)	10
5. Procedural Safeguards (300.131)	17
6. Least Restrictive Environment (LRE) (300.132(a))	6
7. Protection in Evaluation Procedures (PEP) (300.133)	7
8. Comprehensive System of Personnel Development (CSPD: 300.139)	4
9. Participation of Private School Children (300.140 & 76.651-76.663)	6
10. Placement in Private Schools (300.140)	4
11. Annual evaluation (300.146)	1

Table 4.2 (continued)

State Plan Issue	Number of States
12. a. Responsibility of SEA for All Educational Programs (300.134)	4
b. SEA Monitoring Procedures (multiple citations)	3
c. Use of Part B Funds (300.148-149)	4
d. Direct Services (300.151)	2
e. Implementing Procedures (300.136)	1
13. Confidentiality of Personally Identifiable Information (300.129)	8
14. Interagency Agreements in Providing Services (300.152)	3
15. Establishment of Personnel Standards (300.153)	11

TABLE 4.3

Types of Policy Issues Identified in 1991-1993 State Plans
Submitted by Group I States

State Plan Issue	Policy Issues
Right to Free Appropriate Education Policy (see 34 CFR 300.121.122 and 300.5)	• Policy statements did not apply to all public agencies in the State. • Policy statements submitted by States did not apply to all children with disabilities as defined under IDEA, Part B. • State policies on suspension and expulsion were inconsistent with the provision of a free appropriate public education.
Individualized Education Program (IEP) (see 34 CFR 300.130)	• The State educational agency did not ensure that each public agency develops and implements an IEP for each of its children with disabilities. • State policies and procedures for implementing the IEP requirements did not address all Federal mandates. As examples, State Plan content did not detail: (1) that the IEP must be in effect before special education and related services can be provided to a child, (2) the identity of required IEP meeting participants, and (3) assurances of an opportunity for parental participation through appropriate notice.
Procedural Safeguards (see 34 CFR 300.131)	• The State's policy related to the examination of records did not include all educational records which pertain to the provision of a free appropriate public education. • Parents were not provided written notice of their right to an independent educational evaluation.

Table 4.3 (continued)

State Plan Issue	Policy Issues
	Prior notice provided to parents did not include a full explanation of all of the procedural safeguards available.
Least Restrictive Environment (LRE) (see 34 CFR 300.132(a))	The SEA did not ensure that each public agency establishes and implements procedures which meet the LRE requirements, including: (1) a continuum of alternative placements, and (2) the provision of non-academic and extracurricular services and activities.
	The State Plan did not address: (1) arrangements made with public and private institutions to ensure implementation of the LRE requirements, and (2) the technical assistance and training activities to be conducted within the State which would ensure the implementation of the LRE provisions.
Protection in Evaluation Procedures (PEP) (see 34 CFR 300.133)	The State Plan did not ensure that each public agency establishes and implements procedures which meet the PEP requirements, including: (1) conducting a full and individualized evaluation of the child's educational needs before initial placement, (2) assessing the child in all areas related to the suspected disability, and (3) documenting and considering information obtained from a variety of sources.
Participation of Private School Children (see 34 CFR 300.40 and EDGAR 76.651-76.663	Procedures detailed by the State did not address the following provisions under the Education Department General Administrative Regulations (EDGAR): (1) use of program funds for separate classes, (2) use of program funds to benefit private schools, (3) level of expenditures for students enrolled in private schools, and (4) use of equipment and supplies placed in private schools.

Table 4.3 (continued)

State Plan Issue	Policy Issues
Placement by a Public Agency in Private Schools (see 34 CFR 300.140)	- SEA procedures did not ensure that special education and related services would be provided: (1) in conformance with an IEP, (2) at no cost to the parents, and (3) at a school or facility that meets State standards.
Responsibility of SEA For All Educational Programs (see 34 CFR 300.134)	- State Plan content did not address the responsibility of agencies other than the State educational agency to provide or pay for some or all of the costs of a free and appropriate public education.
SEA Monitoring Procedures (see 34 CFR 300.402, 300.556, 76.101, and 80.40)	- State Plan materials did not adequately describe the State's monitoring process for private school placements, IEPs, and LRE. - The State Plan did not detail activities to be conducted by the State Advisory Panel.
Use of Part B Funds (see 34 CFR 300.148-149)	- A description was not provided of the duties for each person salaried under Part B of the Act.
Confidentiality of Personally Identifiable Information (see 34 CFR 300.129)	- Policies and procedures were not included in the State Plan which detailed the manner by which the State would ensure: (1) the protection of the confidentiality of personally-identifiable information, (2) the access rights of parents to inspect and review records related to their child, (3) the result of a hearing to challenge information in education records, and (4) parental consent for the disclosure of records.

Table 4.3 (continued)

State Plan Issue	Policy Issues
Interagency Agreements in Providing Services (see 34 CFR 300.152)	• State policies for developing and implementing interagency agreements did not include: (1) the role assumed by each agency in providing or paying for services required under IDEA, Part B, (2) the financial responsibility of each agency for providing a free and appropriate public education, (3) the method for resolving interagency disputes, and (4) the proceedings LEAs may initiate for the purpose of seeking reimbursement.
Establishment of Personnel Standards (see 34 CFR 300.153)	• Policies and procedures were not included in the State Plan relating to the establishment and maintenance of the following personnel standards: (1) a determination of the highest requirement for each profession or discipline in the State, (2) the steps the SEA is taking to notify public agencies and personnel about the highest personnel requirements, and (3) the timelines established for the retraining or hiring of personnel to meet appropriate professional requirements in the State.

conditional approval, OSERS awards the State its grant for the first year of its three-year cycle with the proviso that the State provide "upfront" assurances that: (1) the State will implement corrected procedures during the forthcoming year, *and* (2) deficiencies in the Plan will be corrected prior to the next grant cycle. The OSERS letter of conditional approval restates the "conditions" which must be met in order for the State Plan to be approved and the State to receive its second-year grant. Progress made by the State toward correction of conditions is monitored by OSEP throughout the year.

Review of State Documents

In addition to preparing a triennial State Plan, each SEA must submit to OSEP annual reports and other data required under IDEA, Part B, including the number of children receiving special education and related services, the settings in which those services are provided, and the number of children exiting from special education. SEAs also provide estimates of the anticipated transitional services needed for those youth exiting the system, identify the types and number of personnel employed and those needed, describe services needing improvement, and report on State and local funding for special education programs.

OSEP also reviews State policy and technical assistance documents as well as State monitoring reports of LEAs and other appropriate public agencies. In addition, OSEP reviews other documents and information utilized by the SEA to administer the provisions of IDEA, Part B.

Compliance Monitoring Review

Compliance monitoring reviews are conducted by representatives of the U.S. Department of Education for each State as part of the Federal program review process. A compliance monitoring review includes on-site visits to the SEA, other agencies providing services to children with disabilities (including children served under the Chapter 1 program for children with disabilities), and to selected school districts within the State. One of the purpose of these visits is to determine the extent to which SEA policies and procedures previously approved in the State Plan are being implemented. Prior to the on-site visit one or more public hearings are held to receive input and data are collected from the States and reviewed in preparation for the visit. Table 4.4 contains the schedule of monitoring visits for school years 1989-90 and 1990-91.

During the 1989-90 school year, nine on-site reviews were completed. As shown in table 4.4, monitoring visits will be conducted in 12 States and U.S. territories in the 1990-91 school year. These periodic on-site reviews of SEA administration of the IDEA, Part B program are organized around the key activities described in table 4.5.

Each of the activities listed in table 4.5 has been described in detail in previous annual reports. However, to add context to the report of FY 1990 monitoring findings which will follow, a brief review is provided of the procedures employed for (and the documents produced by means

TABLE 4.4

Schedule of Compliance Monitoring Reviews

Monitoring Visits Conducted in School Year 1989-90		
September-December 1989	Idaho	Virginia
	Illinois	Wyoming
	South Dakota	
January-April 1990	Delaware	Maryland
	Louisiana	North Carolina
Monitoring Visits Scheduled for School Year 1990-91		
	Arkansas	Massachusetts
	American Samoa	Minnesota
	California	Ohio
	Commonwealth of the Northern Marianas	Puerto Rico Republic of Palau
	Guam	South Carolina
	Hawaii	

Source: U.S. Department of Education, Office of Special Education Programs, Division of Assistance to States.

TABLE 4.5

OSEP Program Review Process for Compliance Monitoring Review During 1989-90

Activity 1: Monitoring Schedule	1. Negotiate dates with State in the current school year. 2. Provide formal notice of dates to the SEA and others.
Activity 2: Monitoring Plan	1. Use information from the State Plan review and other data to develop a monitoring plan for a State. 2. Hold one or more public meetings before the on-site visit to hear concerns of interested persons in the State. 3. Meet with SEA officials to finish planning the on-site visit.
Activity 3: On-site Review	1. Interview SEA, LEA and other public agency staff. 2. Review files and student records. 3. Obtain data from other State and local service providers. 4. Note exemplary programs and practices. 5. Discuss preliminary findings with SEA staff in exit conference.
Activity 4: Assessing Compliance	1. Analyze all information obtained to determine problem areas. 2. Develop proposals for corrective actions if the SEA is not meeting requirements.
Activity 5: Monitoring Reports	1. Issue a draft report to the SEA for review and comment. 2. Receive and review the SEA response and any additional information submitted by the SEA. 3. Issue and publicly distribute the final report.
Activity 6: Approval of State CAP	1. Review and respond to a State's proposed corrective action plan (CAP) for meeting Federal requirements. 2. Approve a State's CAP. 3. Verify completion of a State's CAP.

of) two activities: Activity 5: Monitoring Reports, and Activity 6: Approval of the State Corrective Action Plan (CAP).

Monitoring Reports

The monitoring report for each State is developed in two phases. The draft or predecisional report is issued. The compliance monitoring review procedures provide 30 days for the SEA to review and comment on the accuracy and completeness of the draft. The draft report is amended if the SEA submits persuasive information regarding its completion or accuracy, and the final monitoring report is issued to the SEA. For any State monitored after March 1990, the draft report is available to the public at the time the final report is released. The Final Report is available to the general public upon written request.

Approval of State Corrective Action Plan (CAP)

The SEA develops and submits a corrective action plan (CAP) to OSEP to remedy any compliance issues addressed in the monitoring report. In recent years, some States have exercised commendable initiative in taking corrective action immediately upon receipt of the draft report. At a minimum, a CAP includes the following:

1. Activities and steps the SEA will take to remedy the effects of past non-compliance and to comply with the Federal requirements.
2. A time frame for completion of corrective actions.
3. Documentation to be submitted to verify progress in completing the corrective actions.
4. Any item requiring clarification.

Report of Monitoring Findings

Section 618 (g)(2)(B) of Part B of the IDEA requires that the Secretary of Education include in each annual report a description of findings and determinations resulting from monitoring reviews of State implementation of the Act. This report focuses exclusively on the findings of the 12 final monitoring reports issued by the Office of Special Education Programs during the 1990 fiscal year. Note that final reports issued in FY 1990 were, in most cases, from visits conducted in previous years (see table 4.6).

TABLE 4.6

Reporting of Monitoring Findings

Final Reports Issued During Fiscal Year 1990
(Reports Available for Analysis: 12[a])

Federal Requirement(s)	Frequency of Findings
1. IEP - 300.341(a) (SEA Responsibility)	12 out of 12
• 300.344(a) LEA Rep.	7 out of 12
• 300.346 Content of IEP	10 out of 12
• 300.345(d) Record of Attempts	6 out of 12
• 300.342(b)(1) IEP In Effect	2 out of 12
(Other Subfindings - Frequency of 1 out of 10)	
2. LRE - 300.550 (SEA Responsibility)	11 out of 12
• 300.552(a)(2) Based on IEP	9 out of 12
• 300.551 Continuum	3 out of 12
• 300.553 Nonacademic	5 out of 12
• 300.556(b)(1) Monitoring of LRE	3 out of 12
3. PROCEDURAL SAFEGUARDS - 300.501 (SEA Responsibility)	12 out of 12
• 300.501 Establish Policies or Procedures	7 out of 12
• 300.505(a)(1) Full Explanation	11 out of 12
• 300.505(a) Content of Prior Notice	2 out of 12
• 300.512 Timelines/Final Decisions	5 out of 12
(Other Subfindings - Frequency of 1 out of 12)	

Table 4.6 (continued)

Federal Requirement(s)	**Frequency of Findings**
4. LEA APPLICATION 300.180 et seq. (EDGAR 76.770(b) & (d) and 76.400(b)	8 out of 12
States' LEA application procedures did not require submission of specific required content (300.180-300.240)	7 out of 12
States approved applications that did not meet requirements (76.400(b)).	6 out of 12
5. SEA MONITORING	12 out of 12
States did not adopt and use proper methods of monitoring including procedures to:	
Identify deficiencies	12 out of 12
Ensure correction of identified deficiencies	9 out of 12
6. FAPE - 300.300(a); 300.4	3 out of 12
In one State services included on the IEP were not provided; in one State IEPs did not address students' unique needs; and in one of the above States and an additional State, ESY services were not made available.	
7.* GENERAL SUPERVISION 300.600 (* Cited across the board in all States)	3 out of 12
States did not exercise their general supervisory authority over education programs administered by other agencies.	
8. COMPLAINT PROCEDURES 76.780	3 out of 12
Receiving and resolving *any* complaint and time limit of 60 calendar days.	

Table 4.6 (continued)

Federal Requirement(s)	Frequency of Findings
9. PEP 300.530 Reevaluations (300.534(b)) which meet the requirements of 300.532 are conducted every three years or more frequently.	1 out of 12

[a] States which received final reports in FY 1990--with the year of the State's monitoring visit in parenthesis--are: Alaska (1987), Connecticut (1989), District of Columbia (1988), Maine (1987), Maryland (1990), Montana (1989), New Hampshire (1989), North Dakota (1989), South Dakota (1989), Utah (1989), Wisconsin (1988), and Wyoming (1989).

As in the past, the discussion in this section follows the legal requirements in areas of SEA responsibility established under Part B of the IDEA, the Department's implementing regulations for IDEA, Part B (codified at Part 300 of Title 34 of the Code of Federal Regulations), and EDGAR (particularly, Parts 76 and 80 of Title 34 of the Code of Federal Regulations). Fourteen areas of SEA administrative responsibility under IDEA, Part B have been identified by OSEP:

- Monitoring by the State educational agency (SEA);
- SEA review and approval of LEA applications;
- Complaint management;
- General supervision;
- Due process and procedural safeguards;
- Child count;
- Program evaluation;
- Least restrictive environment (LRE);
- Comprehensive system of personnel development (CSPD);
- Administration of funds;
- Confidentiality;
- Individualized education programs (IEPs);
- Student evaluation; and
- Private schools.

Each of these areas is systematically investigated prior to the on-site visit by OSEP monitoring staff. OSEP staff perform a comprehensive document analysis and conduct staff interviews and public forums, as necessary. From this information, OSEP prepares a monitoring plan specifically tailored to the State under review. The individualized plans ensure that, at a minimum, the following five core areas are examined on-site:

1) SEA monitoring;
2) SEA review and approval of LEA applications;

3) Due process and procedural safeguards;

4) Least restrictive environment (LRE) provisions; and

5) Individualized educational programs (IEPs).

On-site monitoring will include other areas for on-site investigation--addressing specific compliance concerns that have come to the attention of the monitoring team through complaints, written inquiries, public hearings, or information obtained during previous Federal visits to the State.

The following section discusses findings from the 12 monitoring reports released in FY 1990. As in past annual reports, this information details some of the State practices which did not meet Federal requirements. This section also includes examples of the corrective actions required of SEAs in areas where deficiencies were identified. The five core areas of compliance are discussed first, followed by some additional areas of concern.

SEA Monitoring. Under EDGAR and IDEA, Part B, SEAs must:

- Develop and use procedures to monitor subgrantees;
- Assure that each program (such as the IDEA, Part B program) will be administered in accordance with all applicable statutes, regulations, State Plans, and applications;
- Adopt and use proper methods for administering each grant program, including:
  - -- monitoring of agencies, institutions, and organizations responsible for carrying out each program, and the enforcement of any obligations imposed on those agencies, institutions, and organizations under the law; and
  - -- correction of deficiencies in program operations that are identified through monitoring and evaluation.

(See 20 U.S.C. 1232d(b)(3)(A) and (E); 34 CFR 76.101, 76.772(a)(4); 80.40(a); and 300.556(b)(2).)

As was the case with monitoring reports issued during the period FY 1985 through FY 1989, each of the 12 FY 1990 reports documented concerns related to the SEA's monitoring and enforcement procedures and practices. While the SEA procedures and monitoring instruments in use generally reflected the complex provisions of IDEA, Part B, monitoring procedures or instruments used by all 12 SEAs were not sufficient to collect information which addressed all Federal requirements. Among the areas requiring corrective action were the State's monitoring of activities pertinent to: (1) the least restrictive environment provisions (consistent with IDEA, Part B 300.556); and (2) procedural safeguards (consistent with 300.500-300.514).

OSEP also identified inconsistencies in SEA implementation of two IDEA, Part B related monitoring requirements: (1) the SEA's adoption and use of proper methods to monitor *all* public agencies (consistent with EDGAR 76.772(a)(3)); and (2) the State's responsibility to institute proper methods for identification and correction of deficiencies (established in the General Education Provisions Act (GEPA) 20 USC 1232d(b)(3)(A)).

OSEP required each of the 12 SEAs to undertake corrective actions to bring their State monitoring systems into compliance with IDEA, Part B and the applicable standards of EDGAR and GEPA. In addition to directing States to revise monitoring instruments and reporting systems, States were required to: (1) submit written procedures for the collection, analysis, and maintenance of compliance data; (2) document that enforcement actions had been implemented in situations of non-compliance; and (3) train SEA monitoring personnel and others as appropriate regarding the Federal monitoring findings and subsequent changes made by the State for full compliance.

SEA Review and Approval of LEA Applications. Under IDEA, Part B and EDGAR, the SEA is responsible for:

- Developing procedures that include all the requirements that applicants must follow in completing and submitting applications for Part B funds;
- Assisting applicants in applying for funds;
- Approving only those applications which meet the requirements of the Federal program statutes and regulations conforming to that program; and
- Ensuring that significant changes in applications are made in accordance with procedures used for submitting initial applications.

(See 34 CFR 76.305, 76.400(b) and (d); 76.770(b) and (d); and 300.180 et seq.)

As in the past, a majority of SEAs (7 of 12) were cited for maintaining procedures which did not identify all the content items required in LEA applications (see IDEA, Part B 300.180-240). Six States did not disapprove all of the LEA applications that failed to comply with applicable legal requirements.

Similar to OSEP findings during the period FY 1985 through FY 1989, the extent of inconsistency with IDEA, Part B standards concerning the SEA's review of LEA applications varied greatly among the States. Corrective actions required by OSEP assure that a State's LEA applications:

- Contain the policies and procedures required under IDEA, Part B;
- Provide substantive information when required, rather than only assurances; and
- Include all information required by both IDEA, Part B and EDGAR.

Due Process and Procedural Safeguards. SEAs are required to ensure that due process procedures and other procedural safeguards that meet Federal requirements are available to parents and children with disabilities. In addition, each SEA is required to carry out specific responsibilities to ensure that public agencies comply with the IDEA, Part B regulations setting forth due process and procedural requirements. SEAs must:

- Include procedural safeguards in the State Plan that ensure that the IDEA, Part B regulatory requirements are met;
- Include, in the State Plan, procedures established to inform each public agency of its responsibility for ensuring effective implementation of the procedural safeguards;
- Require public agency applications for IDEA, Part B funds to include an assurance that the agency has procedural safeguards that meet the IDEA, Part B regulatory requirements; and
- Monitor public agencies to ensure their establishment and implementation of the IDEA, Part B regulatory requirements.

(See 34 CFR 300.131, 300.136, 300.237, 300.500 - 300.514; see also 76.101.)

The due process procedures and procedural safeguards set forth in IDEA, Part B regulations require that public agencies provide parents with written notice a reasonable time before proposing or refusing to initiate or change their child's identification, evaluation, or educational placement, or to provide a free appropriate public education (refer to 34 CFR 300.504(b)).

As in the final reports issued between FY 1987 and FY 1989, FY 1990 reports detailed concerns that several of the States monitored had not established the full range of procedural safeguards that Federal law mandates for parents and children. Examples of the due process and procedural safeguard issues raised in the FY 1990 reports and addressed in the States' CAPs included:

- Failure to provide parents with full and complete notice;
- Failure to meet required timelines for issuing decisions;
- Failure to ensure the finality of a hearing official's decision unless a case is appealed in a manner consistent with the requirements of Part B; and
- Insufficient identification of all children in need of surrogate parents.

In FY 1990, each of the 12 final monitoring reports identified concerns with State implementation of the due process provisions, including various procedural safeguards. Each of the States was cited because of a lack of a complete explanation of procedural safeguards available to parents in the written prior notice sent to them (under the rules at 34 CFR 300.504 - 300.505). This information is essential for parents to fully understand their rights under the IDEA and to allow them to participate fully in the educational process.

Least Restrictive Environment (LRE). In accordance with 34 CFR 300.550(a) and (b), SEAs must ensure that each public agency establishes and implements procedures that meet, in addition to the specific requirements under 34 CFR 300.551 - 300.556, the general requirement that:

- To the maximum extent appropriate, children with disabilities, including those in public or private institutions or other care facilities, are educated with children who are nondisabled; and
- Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature and severity of the disability is such that education in regular classes cannot be achieved satisfactorily.

The SEA also is required to carry out certain activities in meeting its responsibility, specifically:

- To include procedures in its State Plan to ensure that the requirements of Sections 300.550 - 300.556 are met;
- To require public agencies to establish and implement the procedures referred to under the above-cited requirements;
- To require that the public agency procedures be included in an application for a subgrant;

- To fully inform teachers and administrators in all public agencies of their responsibilities under Federal regulations in this area and to provide them with needed technical assistance and training; and

- To monitor public agencies to ensure implementation of the Federal requirements cited above.

  (See 34 CFR 300.551 and 300.556)

Eleven of the 12 States receiving final monitoring reports during FY 1990 were cited for not meeting one or more of the requirements in this area. In particular, 9 of 12 States at the time of the Federal visit did not ensure that the placement of children with disabilities was based on a complete individualized educational program (as required under IDEA, Part B 300.552(a)(2)). Other problems cited included: (1) lack of availability of a continuum of alternative placements for all children eligible for special education (reference to IDEA, Part B 300.551--3 of 12 States cited); (2) the consideration of and arrangement for the provision of nonacademic and extracurricular services and activities in meeting the LRE requirements (see IDEA, Part B 300.553--5 of 12 States cited); and (3) lack of review by the SEA of public agencies' justification for placements when there was evidence that they were making placements that were inconsistent with 300.550 (reference to IDEA, Part B 300.556(b)(1)--3 of 12 States cited).

The range of corrective actions related to the above concerns included:

- Development or revision of statewide policies and procedures addressing the LRE provisions;

- A timetable for the adoption and dissemination of new or revised standards and procedures;

- Submission of proposed changes in LRE policies and procedures for OSEP approval;

- Dissemination of information to program officials and parents to inform them of new or revised policies and procedures; and

- Training of public agency staff and other personnel concerning revised and/or new policies and procedures.

Individualized Education Programs (IEPs). Each SEA is required to ensure that each public agency develops and implements an IEP for each of its children in special education. Various provisions in the IDEA, Part B regulations set forth requirements for public agencies in developing, implementing, reviewing, and revising those documents (see 34 CFR 300.341 - 300.349 and Appendix C, 34 CFR Part 300).

SEAs have specific responsibilities to ensure compliance with the IEP provisions by public agencies. Each State educational agency must--

- Include in the State Plan:
  - -- A copy of each State statute, policy, and standard that regulates the manner in which IEPs are developed, implemented, reviewed, and revised; and
  - -- The procedures that the SEA follows in monitoring and evaluating those IEPs.
- Require LEA applications for IDEA, Part B funds to include procedures to assure that the LEA complies with Sections 300.340 - 300.349.

(See 34 CFR 300.130(b) and 300.235.)

In FY 1990, OSEP looked both at the process of developing IEPs (e.g., who attended, notices to parents, etc.) and determined whether the IEP of each child with a disability contained all of the information set forth at Section 300.346. The provisions at Section 300.346 specifically require that each IEP contain: (a) a statement of the child's present levels of educational performance; (b) a statement of annual goals, including short-term instructional objectives; (c) a statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs; (d) the projected dates for initiation of services and the anticipated duration of the services; and (e) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.

Consistent with the findings of the FY 1989 monitoring cycle, final reports issued in FY 1990 indicate that IEP content requirements remain an area of concern (e.g., evaluation procedures and schedules, and the preparation of instructional objectives in measurable terms). IEP content issues were identified in 10 of the 12 of the reports. Other areas of State noncompliance with the Federal IEP requirements included:

- Seven of 12 States receiving final reports during FY 1990 were cited for not ensuring that (for each IEP meeting) public agencies included a representative, other than the child's teacher, qualified to provide, or supervise the provision of, special education (refer to IDEA, Part B 300.344);
- The findings in 6 of 12 States required the SEA or targeted LEAs to revise or establish policies and/or procedures for the purpose of recording the public agency's attempts to arrange with parents

a mutually agreed on time and place for each IEP meeting (see IDEA, Part B 300.345(d)); and

- Two of 12 States were required to submit information in their CAPs assuring that, consistent with the provisions of IDEA, Part B 300.342(b)(1), IEPs must be in effect before special education and related services are provided to a child.

As has been standard procedure for the past five years, OSEP monitors inspected on-site the content of selected IEPs. Additionally, Federal staff evaluated local compliance with other IEP requirements such as the content of the notices of IEP meetings sent to parents and the identity of IEP meeting participants. All 12 States submitted CAPs indicating that to remedy inconsistencies with the IDEA, Part B requirements for individualized education programs, they would provide technical assistance to LEA personnel and revise SEA monitoring practices.

Findings in Other Areas of SEA Responsibilities. Other compliance issues addressed in FY 1990 monitoring reports included complaint management, SEA general supervisory responsibility, and free appropriate public education.

Complaint management. Under the EDGAR provisions, an SEA is responsible for adopting written procedures for receiving and resolving any complaint that the State or a subgrantee is violating a Federal statute or regulation applicable to a program (34 CFR 76.780(a)(1)). OSEP is responsible for ensuring that each SEA, consistent with its general supervisory responsibility, implements a complaint management system that satisfies the EDGAR requirements at 34 CFR 76.780-76.782.

Three FY 1990 monitoring reports cited problems in the area of complaint management. Problems identified included (1) failure to investigate certain categories of complaints received and resolve *any* complaint (refer to 34 CFR 76.780(a)(1); and (2) failure to resolve all complaints in accordance with the Federally-mandated time limit of 60 calendar days after the State receives the complaint (see 34 CFR 76.781(a)(2)). Consequently, OSEP required the three SEAs to submit CAPs that included timetables for amending complaint management procedures. The SEAs were directed also to submit copies of the amended complaint procedures to OSEP, as well as a copy of the notice used to inform public agencies of the revised procedures.

General supervision. SEAs are responsible for insuring that each educational program for children with disabilities administered within the State, including each program administered by any other public agency is: (1) under the general supervision of the persons responsible for educational programs for children with disabilities in the SEA, and (2) meets the educational standards of the State educational agency (see 34 CFR 300.600). Three of the 12 States which received final monitoring reports during FY 1990 were cited for one or more inconsistencies with IDEA, Part B general supervision standards. The States, in their individual corrective action plans, were required to submit to OSEP the revisions in State policy that would bring the State, as a whole, into compliance with all of the provisions mandated under IDEA, Part B 300.600.

Free appropriate public education (FAPE). Each SEA is responsible for ensuring that all children and youth in the State who have disabilities have available a free appropriate public education (FAPE). FAPE is defined, in part, as special education and related services that are provided in conformity with an IEP (see 34 CFR 300.4 and 300.300). Federal court decisions have established that in order for some children to receive FAPE and benefit from the services provided during the regular school year, they must also receive special education and related services for a period in excess of the regular school year.

During FY 1990, OSEP monitors cited 3 of 12 States for policy or procedural inconsistencies with respect to the FAPE provisions. In public agencies visited in one of these States during the on-site monitoring activities, services listed in the IEPs were not being provided. In one additional State, IEPs did not address students' unique needs. OSEP required the SEAs to: (1) strengthen the system of monitoring with particular emphasis on the FAPE provisions (including the refinement of monitoring instruments and procedures for on-site investigation); (2) undertake revisions of State policy and direct local districts and other public agencies to revise both policies and procedures with respect to FAPE; and (3) submit documentation to OSEP which detailed and verified that all corrective actions were, in fact, implemented.

Similar to a finding in FY 1989, public agencies in two States (one of the above and an additional State) monitored generally did not, to the extent required under Part B, make available extended-school-year (ESY) services. In their review, the Federal monitors determined that the SEA had not established adequate guidelines for making ESY services available. In its corrective action plan, the States were required to ensure that public agencies make available extended-school-year services to meet the unique needs of a student if such ESY services are determined to be necessary.

Verification and Support of the Corrective Action Plan (CAP)

If it is determined through a compliance monitoring review that a State educational agency has not met all requirements, the SEA must develop a Corrective Action Plan (CAP) that responds to the monitoring report. Subsequent to OSEP approval of the CAP, the Department of Education provides requested technical assistance and follows up to determine that corrective actions have been implemented.

Complaint Investigation and Secretarial Review of Complaints

OSEP maintains and carries out an ongoing system to receive and review complaints from constituents within the States. These complaints are referred back to the SEAs for resolution. A party to a complaint may request that the Secretary of Education review a State's final decision.

Ongoing Communication with SEAs, National and State Organizations, Parents and Advocates, and Other Constituents

Ongoing communication with organizations and individuals provides important information regarding the implementation of SEA policies, procedures, and systems to administer IDEA, Part B. It is important that the monitoring of SEA implementation of Federal law be on-going throughout the year and be from many sources in addition to the State Plan and findings from the on-site review.

Specific Issue Compliance Monitoring Review

As a result of trends emerging within a State through complaints received, ongoing communications from constituents or review of State documents, OSEP may initiate off- or on-site special compliance monitoring of specific issues related to IDEA, Part B requirements.

Summary

The Office of Special Education Programs is committed to instituting a comprehensive system which reflects: (1) changes in the law and its implementation; (2) advances in the methods by which information is collected, examined, and reported; and (3) effective and timely means for identifying and correcting deficiencies in State and local administration of the IDEA, Part B. Initiatives to improve both the coordination and the content of OSEP's program review activities are ongoing and based on an annual review of the effectiveness, thoroughness, and efficiency of the monitoring system. The goal of the Federal monitoring system is to impact SEA's policy, procedures, and system for statewide compliance and improved services for individuals with disabilities.

Federal program review activities provide information on whether SEAs are meeting their responsibilities in implementing the IDEA, Part B requirements. Among the Federal program review components, (cited on page 136), the review and approval of State Plans, compliance monitoring reviews, and on-going communication with constituents provide specific information about the implementation of the IDEA, Part B in each State.

State Plans submitted to OSEP in FY 1990 for review and approval did not indicate a clear pattern of persisting compliance issues across States. Prominent areas cited for State revision and response among the 21 Group I States (State Plans for 1991-93) included: procedural safeguards (17 of 21 States), personnel standards (11), individualized educational programs (10), right to education (8), confidentiality (8), protection in evaluation procedures (7), and least restrictive environment (6).

In the 12 final monitoring reports issued during FY 1990, OSEP found problems with the State monitoring procedures and the methods employed to identify and correct compliance issues (findings in 12 of 12 States monitored). OSEP also found that States have not implemented adequate safeguards to ensure that only those LEA applications that meet Federal requirements are, in fact, approved for IDEA, Part B funding (8 of 12 States). Difficulties persist also in the State administration of one or more of the Federal requirements in the areas of: individualized educational programs--particularly with respect to IEP content (10 of 12 States), least restrictive environment (11 of 12 States), and procedural safeguards (12 of 12 States).

As the annual report's narrative and the information in table 4.6 indicate, other areas requiring corrective action on the part of the SEA included: policies regarding a free appropriate public education (3 of 12 States); general supervision issues (3 of 12 States); and complaint procedures as required by EDGAR (3 of 12 States).

FORMULA GRANT PROGRAMS

Each annual report to Congress on the IDEA is required to provide information on Federal, State, and local expenditures for educating children with disabilities. This section of the chapter provides a description of two major formula grant programs providing financial assistance to States for educational programs: the IDEA, Part B State Grant Program, and Chapter 1 of ESEA (SOP). Two other formula grant programs authorized by IDEA, the Part H Early Intervention Program and the Preschool Grants Program, are discussed in Chapter 2. This section concludes with a presentation of State-reported data on Federal, State, and local expenditures for special education and related services during the 1986-87 school year.

IDEA, Part B State Grant Program

The IDEA, Part B State Grant Program distributes funds each year to the States according to the total number of students with disabilities that each State reports is receiving special education and related services. State educational agencies (SEAs) conduct an annual child count on December 1 of the previous fiscal year, aggregate these data, and submit them to OSEP. Funds appropriated under the Part B have increased steadily from $251,770,000 in FY 1977 to $1,542,610,000 in FY 1990 (table 4.7). In the same period, the average per-child amount of Federal funding has increased from $72 to $350.

At least 75 percent of the funds a State receives under Part B must be distributed to local educational agencies (LEAs) and intermediate educational units (IEUs) to assist in the education of students with disabilities (20 U.S.C. 1411(c)(1)(B)). The LEAs and IEUs are required to assure that these funds do not supplant State and local expenditures and that they pay for the excess costs of providing special education and related services for students with disabilities. SEAs are allowed to set aside up to 25 percent of the Part B State grant award for use by the State. States may use up to 5 percent of this set-aside, or $350,000, whichever is greater, for administrative costs. States may use the remaining 20 percent of the Part B award for direct and support services for children with disabilities and for the administrative costs of monitoring and compliance investigations to the extent that such expenditures exceed the costs of administration incurred during FY 1985.

TABLE 4.7

IDEA, Part B State Grant Program Funding,
Fiscal Years 1977-90

Fiscal Year	IDEA, Part B State Grants	Per-Child Federal Share
1977	$ 251,769,927	$ 72
1978	566,030,000	159
1979	804,000,000	217
1980	874,500,000	230
1981	874,500,000	222
1982	931,008,000	233
1983	1,017,900,000	251
1984	1,068,875,000	261
1985	1,135,145,000	275
1986	1,163,282,000	282
1987	1,338,000,000	321
1988	1,431,737,000	338
1989	1,475,449,000	340
1990	1,542,610,000	350

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

Chapter 1 Program for Children with Disabilities

Since 1965, funds have also been provided under Chapter 1 of the Elementary and Secondary Education Act (ESEA) (commonly referred to as P.L. 89-313) to assist in educating children with disabilities in State-operated or State-supported schools and to LEAs serving children with disabilities who have transferred from State programs. The Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297) reauthorized and amended the Chapter 1 program. Chapter 1 funds may be used for the purpose of expanding or improving programs serving those currently or previously enrolled in State-operated or State-supported programs for children with disabilities. A 1975 amendment allowed funds to follow children transferred from State-operated or State-supported programs to programs supported and operated by local school districts, in order to encourage the transfer of children to programs in their home communities. Table 4.8 presents the amount distributed and the per pupil allocation for Chapter 1 of ESEA (SOP) and its predecessor programs for fiscal years 1966-90.

Several significant changes were made in Chapter 1 as a result of the enactment of P.L. 100-297. OSEP issued the final regulations implementing these amendments on August 23, 1990 (55 FR 34842 to be codified at 34 CFR Part 302). The 1988 Amendments require that States coordinate programs and projects for children with disabilities supported under Chapter 1 with services provided under IDEA. Starting in FY 1989, infants and toddlers being served under Chapter 1 must receive services consistent with the requirements of Part H of IDEA. In order to receive a grant under this program, SEAs must assure that infants and toddlers with disabilities, age two or younger, who participate in Chapter 1 receive early intervention services. States are also required to assure that these children and their families are provided the rights and procedural safeguards available under Part H of IDEA. Further, States must assure that preschool children with disabilities (other than infants and toddlers) receive a free appropriate public education and that these children and their parents are provided with all the rights and procedural safeguards of IDEA, Part B.

Starting in FY 1991, Chapter 1 of ESEA (SOP) is to be administered at the State level by the same office responsible for administering IDEA, Part B. In addition, data on children receiving services under Chapter 1, previously reported only by disability, now must be reported by age group, consistent with the annual count of children served under Part B. The eligible age range under Chapter 1 was also extended through age 21 (from age 20) and the base date for the annual count of children receiving services changed to December 1 (from October 1), to be consistent with the annual count of children served under Part B. Data on the placements in which children are served are to be reported separately for children in State-operated programs, in State-supported programs, and in LEA programs as transfers from either State-supported or operated programs. Finally, children receiving services under the Chapter 1 Program for Neglected and Delinquent Children, who are eligible under Chapter 1 as having disabilities, may be counted under both for purposes of grant determination.

TABLE 4.8

Chapter 1 State Formula Grant Funding
Fiscal Years 1966-90

Fiscal Year	Amount Distributed	Average Per Pupil Allocation
1966	$ 15,917,101	$ 243
1967	15,078,410	182
1968	24,746,993	283
1969	29,781,258	309
1970	37,483,838	339
1971	46,129,772	379
1972	56,380,937	428
1973	75,962,098	481
1974	85,777,779	515
1975[a]	183,732,163	1,028
1976	111,433,451	592
1977	121,590,937	604
1978	132,492,071	592
1979	143,353,492	635
1980	145,000,000	620
1981	152,625,000	626
1982	146,520,000	604
1983	146,520,000	596
1984	146,520,000	593
1985	150,170,000	587
1986	143,713,000	572
1987	150,170,000	588
1988	151,269,000	578
1989	148,200,000	557
1990	146,389,000	545

[a] From FYs 1966-74, the funds appropriated were for use in that fiscal year. However, beginning in FY 1975, funds were to be used in the succeeding fiscal year. As a result, the appropriation in FY 1975 was for funds to be used in both FY 1975 and FY 1976.

Source: U.S. Department of Education, Office of Special Education Programs Data Analysis System (DANS).

Expenditures

The States and Outlying Areas have been reporting annual expenditure data each year to OSEP since the 1983 IDEA Amendments to Section 618. These data account for all funds spent on the excess costs of providing special education and related services to children with disabilities. Excess costs are beyond the costs of providing regular education to nondisabled children. Costs associated with capital outlays are not included in these data. These data were first reported in the *The Ninth Annual Report to Congress* for 1982-83. This report briefly describes data reported for 1986-87 and examines trends in these data since they were first reported for 1982-83.

Section 618 required that States report expenditures for both special education and related services according to the source of funds: Federal, State, and local. States may estimate expenditures for special education and related services. However, they must report actual amounts for expenditures by funding source.

For 1986-87, the States and Outlying Areas reported expenditures of over $17 billion for special education and related services (see Appendix A, table AH1). The average per pupil excess cost derived from this total expenditure figure for all children with disabilities served under Part B and Chapter 1 was $3,917. This represents an increase of slightly more than 7 percent, or $265, over the average per pupil excess cost for 1985-86. Of the total expenditures reported by the States and Outlying Areas, the Federal share represented 7.6 percent while States and localities contributed 56.5 and 35.8 percent, respectively.

When expenditures for special education and related services are examined independently, a similar profile results. For 1986-87, the Federal share of the expenditures for special education was 7.5 percent, while States contributed 58.2 percent and local districts 34.3 percent. The Federal portion of the funds expended on related services was 7.6 percent, while State and local contributions equaled 51.5 and 40.9 percent, respectively. Of the sum of the Federal, State, and local contributions to special education and related services, 78 percent of these funds were expended for special education and the remainder for related services (see Appendix A, table AH1).

Since 1982-83, both the overall spending and per pupil expenditures have increased. Over this period of time, Federal, State, and local shares have also shifted. The total amount of expenditures across the three funding sources has risen from nearly $12 billion in 1982-83 to more than $17 billion in 1986-87. During the same period, per pupil expenditure for the excess costs of special education and related services rose from $2,788 in 1982-83 to $3,917 in 1986-87, an increase of 40 percent.

Between 1982-83 and 1986-87, the percentage of funds from Federal and local sources declined, while the State proportion increased. The Federal share of the total funds expended for special education and related services fell from 8.5 percent to 7.6 percent, while the contribution by local districts also declined, from 37.8 percent to 35.8 percent. In contrast, the State portion increased from 53.7 percent to 56.5 percent.

APPENDIX A

DATA TABLES

TABLE AA1

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B
BY AGE GROUP

DURING SCHOOL YEAR 1989-90

STATE	AGE GROUP						
	BIRTH THROUGH 21	BIRTH THROUGH 2	3-5	6-11	12-17	6-17	18-21
ALABAMA	100,195	146	10,133	43,555	39,371	82,926	6,990
ALASKA	14,135	276	1,646	6,945	4,663	11,608	605
ARIZONA	56,603	460	3,912	27,258	21,239	48,497	3,734
ARKANSAS	47,376	630	4,463	19,575	20,513	40,088	2,195
CALIFORNIA	448,747	1,125	37,174	225,920	165,694	391,614	18,834
COLORADO	55,022	735	4,067	25,988	21,722	47,710	2,510
CONNECTICUT	63,474	608	5,078	28,146	26,084	54,230	3,558
DELAWARE	13,726	136	1,382	6,618	4,868	11,486	722
DISTRICT OF COLUMBIA	6,153	0	458	2,438	2,668	5,106	589
FLORIDA	221,350	1,358	13,868	118,067	79,481	197,548	8,576
GEORGIA	98,479	215	7,822	49,672	36,736	86,408	4,034
HAWAII	12,825	346	752	5,945	5,395	11,340	387
IDAHO	21,846	261	3,079	11,126	6,648	17,774	732
ILLINOIS	249,158	1,853	25,800	118,701	91,185	209,886	11,619
INDIANA	112,118	1,616	7,283	59,657	38,491	98,148	5,071
IOWA	58,580	817	5,122	26,369	23,272	49,641	3,000
KANSAS	43,708	383	3,697	22,114	15,627	37,741	1,887
KENTUCKY	78,618	560	9,794	37,547	27,131	64,678	3,586
LOUISIANA	71,082	672	6,508	32,244	27,236	59,480	4,422
MAINE	28,190	0	2,982	13,080	10,883	23,963	1,245
MARYLAND	87,905	20	7,007	42,351	34,118	76,469	4,409
MASSACHUSETTS	152,325	4,545	12,349	67,079	60,485	127,564	7,867
MICHIGAN	163,130	500	14,298	74,848	63,727	138,575	9,757
MINNESOTA	80,071	1	8,509	36,667	31,727	68,394	3,167
MISSISSIPPI	59,900	60	5,348	28,441	23,035	51,476	3,016
MISSOURI	100,667	412	3,961	50,652	40,852	91,504	4,790
MONTANA	16,491	241	1,743	8,390	5,350	13,740	767
NEBRASKA	31,384	5	2,584	16,641	10,764	27,405	1,390
NEVADA	17,047	261	1,290	8,613	6,242	14,855	641
NEW HAMPSHIRE	19,242	634	1,373	8,117	8,156	16,273	962
NEW JERSEY	177,158	2,335	14,189	87,836	64,425	152,261	8,373
NEW MEXICO	33,216	1	1,671	15,618	14,252	29,870	1,674
NEW YORK	295,692	101	22,663	117,963	134,752	252,715	20,213
NORTH CAROLINA	119,573	117	9,937	61,099	43,260	104,359	5,160
NORTH DAKOTA	12,905	188	1,311	6,257	4,460	10,717	689
OHIO	200,623	0	10,836	101,268	77,040	178,308	11,479
OKLAHOMA	65,417	4	5,421	33,590	23,758	57,348	2,644
OREGON	55,919	991	3,808	27,183	21,030	48,213	2,907
PENNSYLVANIA	217,868	4,482	20,543	100,960	80,817	181,777	11,066
PUERTO RICO	36,197	0	3,188	12,516	16,600	29,116	3,893
RHODE ISLAND	20,468	448	1,528	9,408	8,105	17,513	979
SOUTH CAROLINA	76,965	0	7,893	39,148	26,737	65,885	3,187
SOUTH DAKOTA	14,625	2	1,975	7,400	4,530	11,930	718
TENNESSEE	101,194	43	7,216	49,846	38,924	88,770	5,165
TEXAS	335,481	4,924	23,983	158,810	129,227	288,037	18,537
UTAH	44,777	1,099	3,093	24,801	14,628	39,429	1,156
VERMONT	13,748	118	1,278	6,820	4,846	11,666	686
VIRGINIA	106,221	151	8,963	51,267	40,317	91,584	5,523
WASHINGTON	82,189	1,307	9,711	40,494	27,391	67,885	3,286
WEST VIRGINIA	43,840	599	3,152	19,267	18,112	37,379	2,710
WISCONSIN	82,695	1,238	10,393	34,889	31,778	66,667	4,397
WYOMING	10,865	295	1,158	5,369	3,577	8,946	466
AMERICAN SAMOA	397	0	42	239	98	337	18
GUAM	1,793	0	193	590	810	1,400	200
NORTHERN MARIANAS	212	0	21	74	98	172	19
TRUST TERRITORIES	.	.	.	.	.	.	.
VIRGIN ISLANDS	1,438	0	109	532	695	1,227	102
BUR. OF INDIAN AFFAIRS	6,597	.	868	2,089	2,505	5,394	335
U.S. AND INSULAR AREAS	4,687,620	37,319	388,625	2,238,897	1,786,135	4,025,032	236,644
50 STATES, D.C. & P.R.	4,677,183	37,319	387,392	2,234,573	1,781,929	4,016,502	235,970

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TABLE AA2

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B

DURING SCHOOL YEAR 1989-90

ALL DISABILITIES

STATE	IDEA, PART B	CHAPTER 1 OF ESEA (SOP)	IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
ALABAMA	99,337	858	100,195
ALASKA	11,111	3,024	14,135
ARIZONA	55,014	1,589	56,603
ARKANSAS	43,949	3,427	47,376
CALIFORNIA	444,568	4,179	448,747
COLORADO	49,955	5,067	55,022
CONNECTICUT	59,488	3,986	63,474
DELAWARE	10,863	2,863	13,726
DISTRICT OF COLUMBIA	3,013	3,140	6,153
FLORIDA	213,394	7,956	221,350
GEORGIA	95,595	2,884	98,479
HAWAII	12,039	786	12,825
IDAHO	21,390	456	21,846
ILLINOIS	202,949	46,209	249,158
INDIANA	102,419	9,699	112,118
IOWA	57,122	1,458	58,580
KANSAS	40,975	2,733	43,708
KENTUCKY	75,174	3,444	78,618
LOUISIANA	67,048	4,034	71,082
MAINE	26,977	1,213	28,190
MARYLAND	86,126	1,779	87,905
MASSACHUSETTS	134,724	17,601	152,325
MICHIGAN	149,781	13,349	163,130
MINNESOTA	79,684	387	80,071
MISSISSIPPI	59,044	856	59,900
MISSOURI	98,001	2,666	100,667
MONTANA	15,711	780	16,491
NEBRASKA	31,108	276	31,384
NEVADA	16,460	587	17,047
NEW HAMPSHIRE	17,458	1,784	19,242
NEW JERSEY	170,942	6,216	177,158
NEW MEXICO	32,964	252	33,216
NEW YORK	266,938	28,754	295,692
NORTH CAROLINA	117,054	2,519	119,573
NORTH DAKOTA	12,163	742	12,905
OHIO	191,839	8,784	200,623
OKLAHOMA	64,609	808	65,417
OREGON	45,392	10,527	55,919
PENNSYLVANIA	194,506	23,362	217,868
PUERTO RICO	35,268	929	36,197
RHODE ISLAND	19,472	996	20,468
SOUTH CAROLINA	76,287	678	76,965
SOUTH DAKOTA	14,206	419	14,625
TENNESSEE	99,939	1,255	101,194
TEXAS	321,213	14,268	335,481
UTAH	42,254	2,523	44,777
VERMONT	11,020	2,728	13,748
VIRGINIA	104,902	1,319	106,221
WASHINGTON	78,179	4,010	82,189
WEST VIRGINIA	42,034	1,806	43,840
WISCONSIN	79,272	3,423	82,695
WYOMING	10,505	360	10,865
AMERICAN SAMOA	342	55	397
GUAM	1,414	379	1,793
NORTHERN MARIANAS	150	62	212
TRUST TERRITORIES	.	.	.
VIRGIN ISLANDS	1,298	140	1,438
BUR. OF INDIAN AFFAIRS	6,597	.	6,597
U.S. AND INSULAR AREAS	4,421,236	266,384	4,687,620
50 STATES, D.C. & P.R.	4,411,435	265,748	4,677,183

THE FIGURES REPRESENT CHILDREN FROM BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND CHILDREN AGE 3-21 SERVED UNDER IDEA, PART B.

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TABLE AA3

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B

DURING SCHOOL YEAR 1989-90

ALL DISABILITIES

STATE	IDEA, PART B	CHAPTER 1 OF ESEA (SOP)	IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
ALABAMA	89,222	694	89,916
ALASKA	9,713	2,500	12,213
ARIZONA	51,436	795	52,231
ARKANSAS	40,236	2,047	42,283
CALIFORNIA	407,539	2,909	410,448
COLORADO	47,151	3,069	50,220
CONNECTICUT	54,669	3,119	57,788
DELAWARE	9,481	2,727	12,208
DISTRICT OF COLUMBIA	2,740	2,955	5,695
FLORIDA	200,838	5,286	206,124
GEORGIA	88,474	1,968	90,442
HAWAII	11,313	414	11,727
IDAHO	18,321	185	18,506
ILLINOIS	182,562	38,943	221,505
INDIANA	97,623	5,596	103,219
IOWA	52,030	611	52,641
KANSAS	38,056	1,572	39,628
KENTUCKY	66,108	2,156	68,264
LOUISIANA	60,991	2,911	63,902
MAINE	24,040	1,168	25,208
MARYLAND	79,167	1,711	80,878
MASSACHUSETTS	124,764	10,667	135,431
MICHIGAN	136,615	11,717	148,332
MINNESOTA	71,189	372	71,561
MISSISSIPPI	53,825	667	54,492
MISSOURI	94,095	2,199	96,294
MONTANA	14,250	257	14,507
NEBRASKA	28,531	264	28,795
NEVADA	15,444	52	15,496
NEW HAMPSHIRE	16,222	1,013	17,235
NEW JERSEY	157,067	3,567	160,634
NEW MEXICO	31,302	242	31,544
NEW YORK	244,927	28,001	272,928
NORTH CAROLINA	107,156	2,363	109,519
NORTH DAKOTA	11,063	343	11,406
OHIO	183,469	6,318	189,787
OKLAHOMA	59,207	785	59,992
OREGON	44,135	6,985	51,120
PENNSYLVANIA	178,941	13,902	192,843
PUERTO RICO	32,114	895	33,009
RHODE ISLAND	18,041	451	18,492
SOUTH CAROLINA	68,394	678	69,072
SOUTH DAKOTA	12,259	389	12,648
TENNESSEE	92,894	1,041	93,935
TEXAS	299,285	7,289	306,574
UTAH	39,462	1,123	40,585
VERMONT	10,446	1,906	12,352
VIRGINIA	95,984	1,123	97,107
WASHINGTON	69,139	2,032	71,171
WEST VIRGINIA	39,260	829	40,089
WISCONSIN	69,507	1,557	71,064
WYOMING	9,352	60	9,412
AMERICAN SAMOA	300	55	355
GUAM	1,282	318	1,600
NORTHERN MARIANAS	129	62	191
TRUST TERRITORIES	.	.	.
VIRGIN ISLANDS	1,220	109	1,329
BUR. OF INDIAN AFFAIRS	5,729	.	5,729
U.S. AND INSULAR AREAS	4,068,709	192,967	4,261,676
50 STATES, D.C. & P.R.	4,060,049	192,423	4,252,472

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TABLE AA4

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B BY DISABILITY

DURING SCHOOL YEAR 1989-1990

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	89,916	32,132	21,528	26,800	5,853	991	929	493
ALASKA	12,213	7,535	2,917	408	565	144	357	91
ARIZONA	52,231	30,312	10,496	4,987	3,176	964	1,352	521
ARKANSAS	42,283	22,653	6,951	10,657	255	527	565	154
CALIFORNIA	410,448	246,619	94,355	24,039	12,032	6,819	5,487	6,841
COLORADO	50,220	25,029	8,103	3,041	8,849	774	3,308	777
CONNECTICUT	57,788	31,254	8,985	3,670	11,227	625	962	237
DELAWARE	12,208	6,801	1,769	1,253	1,626	191	52	258
DISTRICT OF COLUMBIA	5,695	2,800	749	933	764	50	203	87
FLORIDA	206,124	88,909	60,858	25,627	23,437	1,371	0	2,413
GEORGIA	90,442	27,074	19,888	22,623	18,137	1,137	0	635
HAWAII	11,727	6,679	2,129	1,153	860	243	206	202
IDAHO	18,506	10,907	3,501	2,695	483	344	32	227
ILLINOIS	221,505	105,062	55,176	25,741	26,818	2,901	38	2,822
INDIANA	103,219	40,060	35,491	19,573	4,827	1,159	769	598
IOWA	52,641	23,875	9,199	10,241	6,766	768	576	979
KANSAS	39,628	16,800	10,531	5,502	4,577	629	598	372
KENTUCKY	68,264	22,606	21,136	18,311	3,075	802	1,086	441
LOUISIANA	63,902	26,307	17,962	10,656	3,924	1,219	816	1,020
MAINE	25,208	11,165	5,715	2,352	4,176	286	975	185
MARYLAND	80,878	41,949	22,751	5,384	4,492	1,172	3,063	532
MASSACHUSETTS	135,431	49,592	28,841	29,412	19,245	1,712	2,891	1,157
MICHIGAN	148,332	68,630	32,743	18,698	18,779	2,388	1,778	3,766
MINNESOTA	71,561	32,913	13,575	10,220	11,311	1,362	156	1,185
MISSISSIPPI	54,492	27,057	17,472	7,905	235	486	325	807
MISSOURI	96,294	46,587	24,649	14,096	8,256	888	450	718
MONTANA	14,507	8,050	3,680	1,073	688	205	335	108
NEBRASKA	28,795	12,689	7,651	4,176	2,363	513	417	351
NEVADA	15,496	9,226	3,335	1,112	943	145	289	252
NEW HAMPSHIRE	17,235	10,427	2,939	922	1,794	227	262	152
NEW JERSEY	160,634	82,820	48,449	5,681	14,139	1,294	6,544	580
NEW MEXICO	31,544	15,180	9,259	2,024	3,115	473	599	553
NEW YORK	272,928	163,562	24,055	21,081	43,189	3,999	9,950	2,067
NORTH CAROLINA	109,519	49,009	23,006	21,134	9,578	1,853	1,302	873
NORTH DAKOTA	11,406	5,420	3,644	1,461	461	172	0	103
OHIO	189,787	74,077	49,525	42,217	7,882	2,093	9,474	3,622
OKLAHOMA	59,992	28,896	15,661	11,248	1,497	630	1,320	286
OREGON	51,120	26,746	12,739	4,381	3,212	1,429	0	955
PENNSYLVANIA	192,843	82,837	52,474	33,944	18,246	2,744	0	1,350
PUERTO RICO	33,009	10,017	1,278	16,202	914	1,068	1,717	443
RHODE ISLAND	18,492	12,170	3,066	1,042	1,512	159	97	157
SOUTH CAROLINA	69,072	28,280	17,968	14,408	5,665	961	506	738
SOUTH DAKOTA	12,648	5,788	3,852	1,509	498	254	412	180
TENNESSEE	93,935	49,871	22,404	12,938	2,490	1,196	1,407	958
TEXAS	306,574	174,410	60,234	23,735	25,137	4,313	3,888	3,697
UTAH	40,585	18,940	7,253	3,162	8,568	537	1,257	227
VERMONT	12,352	5,752	3,437	1,572	888	204	162	118
VIRGINIA	97,107	50,222	22,241	12,705	7,873	1,212	1,041	673
WASHINGTON	71,171	37,016	12,788	7,412	4,476	1,660	2,179	1,035
WEST VIRGINIA	40,089	18,314	10,035	8,261	2,224	379	0	373
WISCONSIN	71,064	23,785	13,506	4,694	10,505	213	17,449	435
WYOMING	9,412	5,175	2,499	595	557	138	25	140
AMERICAN SAMOA	355	0	127	196	2	14	9	2
GUAM	1,600	922	117	347	36	29	93	25
NORTHERN MARIANAS	191	87	17	28	5	25	19	6
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1,329	382	277	516	49	20	52	4
BUR. OF INDIAN AFFAIRS	5,729	3,515	1,200	397	319	53	177	18
U.S. AND INSULAR AREAS	4,261,676	2,064,892	976,186	566,150	382,570	58,164	87,956	47,999
50 STATES, D.C. & P.R.	4,252,472	2,059,986	974,448	564,666	382,159	58,023	87,606	47,944

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TABLE AA4

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B BY DISABILITY

DURING SCHOOL YEAR 1989-1990

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	716	453	21
ALASKA	150	45	1
ARIZONA	91	332	0
ARKANSAS	347	163	11
CALIFORNIA	11,512	2,546	198
COLORADO	0	261	78
CONNECTICUT	373	429	26
DELAWARE	159	76	23
DISTRICT OF COLUMBIA	77	23	9
FLORIDA	2,624	827	58
GEORGIA	445	468	35
HAWAII	191	58	6
IDAHO	232	85	0
ILLINOIS	1,833	1,064	50
INDIANA	155	529	58
IOWA	0	201	36
KANSAS	388	225	6
KENTUCKY	288	510	9
LOUISIANA	1,535	446	17
MAINE	253	87	14
MARYLAND	995	488	52
MASSACHUSETTS	1,646	863	72
MICHIGAN	832	718	0
MINNESOTA	470	344	25
MISSISSIPPI	0	195	10
MISSOURI	292	294	64
MONTANA	201	164	3
NEBRASKA	439	193	3
NEVADA	115	78	1
NEW HAMPSHIRE	400	105	7
NEW JERSEY	523	432	172
NEW MEXICO	129	126	86
NEW YORK	3,657	1,308	60
NORTH CAROLINA	2,152	591	21
NORTH DAKOTA	70	63	12
OHIO	0	891	6
OKLAHOMA	161	263	30
OREGON	1,172	464	22
PENNSYLVANIA	0	1,246	2
PUERTO RICO	725	586	59
RHODE ISLAND	208	74	7
SOUTH CAROLINA	150	391	5
SOUTH DAKOTA	73	54	28
TENNESSEE	1,804	844	23
TEXAS	9,347	1,760	53
UTAH	393	208	40
VERMONT	172	43	4
VIRGINIA	645	485	10
WASHINGTON	4,251	289	65
WEST VIRGINIA	258	226	19
WISCONSIN	249	223	5
WYOMING	225	57	1
AMERICAN SAMOA	0	2	3
GUAM	13	11	7
NORTHERN MARIANAS	3	1	0
TRUST TERRITORIES	.	.	.
VIRGIN ISLANDS	6	22	1
BUR. OF INDIAN AFFAIRS	20	30	0
U.S. AND INSULAR AREAS	53,165	22,960	1,634
50 STATES, D.C. & P.R.	53,123	22,894	1,623

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TABLE AA5

NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY AGE GROUP

DURING SCHOOL YEAR 1989-90

STATE	BIRTH THROUGH 21	AGE GROUP BIRTH THROUGH 2	3-5	6-11	12-17	6-17	18-21
ALABAMA	858	146	18	149	381	530	164
ALASKA	3,024	276	248	1,461	936	2,397	103
ARIZONA	1,589	460	334	382	336	718	77
ARKANSAS	3,427	630	750	999	809	1,808	239
CALIFORNIA	4,179	1,125	145	446	1,240	1,686	1,223
COLORADO	5,067	735	1,263	1,556	1,097	2,653	416
CONNECTICUT	3,986	608	259	551	1,967	2,518	601
DELAWARE	2,863	136	0	1,196	1,210	2,406	321
DISTRICT OF COLUMBIA	3,140	0	185	1,418	1,168	2,586	369
FLORIDA	7,956	1,358	1,312	2,405	2,155	4,560	726
GEORGIA	2,884	215	701	839	806	1,645	323
HAWAII	786	346	26	112	223	335	79
IDAHO	456	261	10	46	110	156	29
ILLINOIS	46,209	1,853	5,413	15,663	18,940	34,603	4,340
INDIANA	9,699	1,616	2,487	2,400	1,889	4,289	1,307
IOWA	1,458	817	30	129	379	508	103
KANSAS	2,733	383	778	715	679	1,394	178
KENTUCKY	3,444	560	728	925	881	1,806	350
LOUISIANA	4,034	672	451	959	1,259	2,218	693
MAINE	1,213	0	45	295	713	1,008	160
MARYLAND	1,779	20	48	268	921	1,189	522
MASSACHUSETTS	17,601	4,545	2,389	3,702	4,997	8,699	1,968
MICHIGAN	13,349	500	1,132	3,803	5,365	9,168	2,549
MINNESOTA	387	1	14	72	247	319	53
MISSISSIPPI	856	60	129	251	269	520	147
MISSOURI	2,666	412	55	741	930	1,671	528
MONTANA	780	241	282	106	118	224	33
NEBRASKA	276	5	7	35	161	196	68
NEVADA	587	261	274	21	27	48	4
NEW HAMPSHIRE	1,784	634	137	310	538	848	165
NEW JERSEY	6,216	2,335	314	960	1,687	2,647	920
NEW MEXICO	252	1	9	72	119	191	51
NEW YORK	28,754	101	652	13,952	11,002	24,954	3,047
NORTH CAROLINA	2,519	117	39	493	1,330	1,823	540
NORTH DAKOTA	742	188	211	259	50	309	34
OHIO	8,784	0	2,466	2,028	2,305	4,333	1,985
OKLAHOMA	808	4	19	139	413	552	233
OREGON	10,527	991	2,551	2,992	2,935	5,927	1,058
PENNSYLVANIA	23,362	4,482	4,978	7,462	5,179	12,641	1,261
PUERTO RICO	929	0	34	208	412	620	275
RHODE ISLAND	996	448	97	128	223	351	100
SOUTH CAROLINA	678	0	0	167	334	501	177
SOUTH DAKOTA	419	2	28	145	120	265	124
TENNESSEE	1,255	43	171	300	550	850	191
TEXAS	14,268	4,924	2,055	3,008	2,988	5,996	1,293
UTAH	2,523	1,099	301	658	359	1,017	106
VERMONT	2,728	118	704	939	712	1,651	255
VIRGINIA	1,319	151	45	335	513	848	275
WASHINGTON	4,010	1,307	671	934	761	1,695	337
WEST VIRGINIA	1,806	599	378	132	369	501	328
WISCONSIN	3,423	1,238	628	736	579	1,315	242
WYOMING	360	295	5	11	37	48	12
AMERICAN SAMOA	55	0	0	27	20	47	8
GUAM	379	0	61	120	134	254	64
NORTHERN MARIANAS	62	0	0	22	25	47	15
TRUST TERRITORIES	.	.	.	.	.	.	.
VIRGIN ISLANDS	140	0	31	26	51	77	32
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	266,384	37,319	36,098	78,208	83,958	162,166	30,801
50 STATES, D.C. & P.R.	265,748	37,319	36,006	78,013	83,728	161,741	30,682

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TABLE AA6

NUMBER OF CHILDREN AGE 6-11 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING SCHOOL YEAR 1989-1990

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	149	1	3	6	1	90	0	0
ALASKA	1,461	736	544	40	21	23	57	16
ARIZONA	382	1	31	47	2	186	69	6
ARKANSAS	999	31	62	512	0	101	182	45
CALIFORNIA	446	34	0	139	78	175	0	0
COLORADO	1,556	143	164	310	111	72	610	94
CONNECTICUT	551	29	10	67	91	27	109	4
DELAWARE	1,196	435	4	286	194	46	6	123
DISTRICT OF COLUMBIA	1,418	688	104	249	181	4	87	48
FLORIDA	2,405	0	0	2,117	147	113	0	0
GEORGIA	839	25	52	319	214	145	0	22
HAWAII	112	11	3	17	12	10	25	30
IDAHO	46	0	0	3	0	28	8	0
ILLINOIS	15,663	3,816	868	4,279	4,222	893	2	1,003
INDIANA	2,400	137	167	1,362	76	213	198	112
IOWA	129	0	1	4	43	54	0	1
KANSAS	715	83	132	164	94	80	88	31
KENTUCKY	925	12	157	282	50	161	159	46
LOUISIANA	959	41	35	349	84	108	168	106
MAINE	295	15	19	44	114	25	64	9
MARYLAND	268	10	3	9	15	125	27	5
MASSACHUSETTS	3,702	1,376	837	775	510	42	72	28
MICHIGAN	3,803	54	63	1,925	635	43	764	23
MINNESOTA	72	0	0	4	6	39	0	0
MISSISSIPPI	251	4	67	43	1	59	32	20
MISSOURI	741	0	0	670	8	47	7	0
MONTANA	106	3	1	3	0	26	23	1
NEBRASKA	35	1	0	9	0	13	6	0
NEVADA	21	0	0	0	20	0	0	1
NEW HAMPSHIRE	310	7	16	33	9	92	76	8
NEW JERSEY	960	29	1	390	25	68	177	36
NEW MEXICO	72	0	0	8	22	39	0	0
NEW YORK	13,952	1,961	3,714	1,590	2,084	855	2,499	615
NORTH CAROLINA	493	5	1	72	61	217	108	2
NORTH DAKOTA	259	10	39	123	1	25	0	34
OHIO	2,028	9	12	242	29	26	1,674	2
OKLAHOMA	139	0	1	6	27	44	36	1
OREGON	2,992	181	241	994	271	603	0	241
PENNSYLVANIA	7,462	1,474	1,108	2,603	1,503	285	0	369
PUERTO RICO	208	0	1	127	4	1	27	45
RHODE ISLAND	128	40	3	35	16	2	18	6
SOUTH CAROLINA	167	0	0	46	4	44	49	0
SOUTH DAKOTA	145	0	0	3	43	29	21	40
TENNESSEE	300	10	3	53	83	73	20	0
TEXAS	3,008	124	84	485	25	1,585	305	123
UTAH	658	29	37	113	30	187	137	31
VERMONT	939	99	372	288	39	30	56	25
VIRGINIA	335	9	0	24	44	73	24	4
WASHINGTON	934	46	14	261	53	77	262	76
WEST VIRGINIA	132	2	3	47	3	33	0	15
WISCONSIN	736	28	71	59	30	4	508	22
WYOMING	11	0	0	0	0	3	8	0
AMERICAN SAMOA	27	0	0	15	1	1	5	1
GUAM	120	2	7	46	8	15	31	1
NORTHERN MARIANAS	22	2	4	3	0	1	11	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	26	0	0	10	1	0	15	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	78,208	11,753	9,059	21,710	11,346	7,360	8,830	3,471
50 STATES, D.C. & P.R.	78,013	11,749	9,048	21,636	11,336	7,343	8,768	3,469

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TABLE AA6

NUMBER OF CHILDREN AGE 6-11 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING SCHOOL YEAR 1989-1990

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	0	48	0
ALASKA	15	9	0
ARIZONA	1	39	0
ARKANSAS	24	40	2
CALIFORNIA	0	5	15
COLORADO	0	29	23
CONNECTICUT	3	204	7
DELAWARE	49	40	13
DISTRICT OF COLUMBIA	43	11	3
FLORIDA	0	25	3
GEORGIA	5	51	6
HAWAII	3	1	0
IDAHO	2	5	0
ILLINOIS	343	222	15
INDIANA	27	95	13
IOWA	0	15	11
KANSAS	15	24	4
KENTUCKY	11	46	1
LOUISIANA	38	25	5
MAINE	1	1	3
MARYLAND	4	57	13
MASSACHUSETTS	41	17	4
MICHIGAN	290	6	0
MINNESOTA	0	21	2
MISSISSIPPI	0	23	2
MISSOURI	0	9	0
MONTANA	1	48	0
NEBRASKA	3	3	0
NEVADA	0	0	0
NEW HAMPSHIRE	19	45	5
NEW JERSEY	3	152	79
NEW MEXICO	0	0	3
NEW YORK	492	142	0
NORTH CAROLINA	5	14	8
NORTH DAKOTA	7	14	6
OHIO	0	34	0
OKLAHOMA	0	23	1
OREGON	271	101	9
PENNSYLVANIA	0	120	0
PUERTO RICO	3	0	0
RHODE ISLAND	2	5	1
SOUTH CAROLINA	0	24	0
SOUTH DAKOTA	4	1	4
TENNESSEE	2	54	2
TEXAS	144	128	5
UTAH	22	69	3
VERMONT	23	6	1
VIRGINIA	9	147	1
WASHINGTON	123	17	5
WEST VIRGINIA	7	18	4
WISCONSIN	5	9	0
WYOMING	0	0	0
AMERICAN SAMOA	0	1	3
GUAM	0	0	2
NORTHERN MARIANAS	1	0	0
TRUST TERRITORIES	.	.	.
VIRGIN ISLANDS	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND INSULAR AREAS	2,061	2,331	287
50 STATES, D.C. & P.R.	2,060	2,322	282

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TABLE AA7

NUMBER OF CHILDREN AGE 12-17 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING SCHOOL YEAR 1989-1990

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	381	1	0	34	129	126	4	0
ALASKA	936	737	68	42	48	13	19	3
ARIZONA	336	32	3	24	29	161	48	3
ARKANSAS	809	30	19	456	3	107	112	81
CALIFORNIA	1,240	101	31	330	244	474	7	0
COLORADO	1,097	87	6	253	308	50	324	28
CONNECTICUT	1,967	1,081	18	81	508	46	54	5
DELAWARE	1,210	402	0	268	329	54	18	76
DISTRICT OF COLUMBIA	1,168	342	4	277	431	1	64	14
FLORIDA	2,155	13	0	1,396	451	217	0	0
GEORGIA	806	10	4	256	300	178	0	6
HAWAII	223	26	0	46	40	10	45	42
IDAHO	110	0	0	16	17	59	13	0
ILLINOIS	18,940	3,648	197	4,268	9,003	778	19	612
INDIANA	1,889	115	74	1,074	123	213	128	44
IOWA	379	36	0	31	214	61	1	1
KANSAS	679	42	0	110	312	93	91	2
KENTUCKY	881	103	21	267	155	139	96	10
LOUISIANA	1,259	96	12	495	268	161	89	56
MAINE	713	40	5	92	447	20	98	4
MARYLAND	921	81	18	107	276	167	171	5
MASSACHUSETTS	4,997	1,835	1,066	1,087	706	61	105	43
MICHIGAN	5,365	115	4	2,476	1,739	94	598	38
MINNESOTA	247	18	6	19	60	109	0	0
MISSISSIPPI	269	2	14	88	1	77	25	23
MISSOURI	930	0	0	785	24	83	13	0
MONTANA	118	4	2	2	4	43	16	1
NEBRASKA	161	44	2	25	46	21	3	0
NEVADA	27	22	0	0	5	0	0	0
NEW HAMPSHIRE	538	85	31	116	88	75	67	14
NEW JERSEY	1,687	162	4	404	443	136	285	18
NEW MEXICO	119	0	0	13	38	61	1	0
NEW YORK	11,002	1,188	222	1,333	5,392	687	1,527	298
NORTH CAROLINA	1,330	43	9	343	466	260	148	14
NORTH DAKOTA	50	0	0	25	0	17	0	0
OHIO	2,305	0	0	434	45	65	1,690	0
OKLAHOMA	413	23	0	85	66	52	131	4
OREGON	2,935	176	29	1,141	556	556	0	146
PENNSYLVANIA	5,179	812	24	1,913	1,947	186	0	205
PUERTO RICO	412	2	0	296	14	0	43	48
RHODE ISLAND	223	33	0	38	126	6	6	10
SOUTH CAROLINA	334	19	0	132	8	84	64	0
SOUTH DAKOTA	120	1	0	15	24	26	21	23
TENNESSEE	550	29	1	110	223	112	22	0
TEXAS	2,988	319	7	512	401	1,331	224	26
UTAH	359	11	3	56	58	117	76	9
VERMONT	712	70	35	396	106	34	44	10
VIRGINIA	513	13	0	115	66	107	46	1
WASHINGTON	761	10	1	251	61	98	213	40
WEST VIRGINIA	369	40	1	114	26	55	0	39
WISCONSIN	579	12	9	57	119	2	343	2
WYOMING	37	6	1	1	9	8	12	0
AMERICAN SAMOA	20	0	0	14	1	0	3	1
GUAM	134	11	0	43	24	11	38	2
NORTHERN MARIANAS	25	4	0	13	1	2	5	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	51	0	0	37	7	0	6	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	83,958	12,132	1,951	22,412	26,535	7,704	7,176	1,947
50 STATES, D.C. & P.R.	83,728	12,117	1,951	22,305	26,502	7,691	7,124	1,944

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TABLE AA7

NUMBER OF CHILDREN AGE 12-17 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING SCHOOL YEAR 1989-1990

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	0	79	8
ALASKA	6	0	0
ARIZONA	0	36	0
ARKANSAS	10	51	0
CALIFORNIA	0	6	47
COLORADO	0	19	22
CONNECTICUT	4	166	4
DELAWARE	33	23	7
DISTRICT OF COLUMBIA	23	9	3
FLORIDA	0	76	2
GEORGIA	0	35	17
HAWAII	9	3	2
IDAHO	2	3	0
ILLINOIS	189	205	21
INDIANA	13	96	9
IOWA	0	30	5
KANSAS	1	26	2
KENTUCKY	13	76	1
LOUISIANA	31	48	3
MAINE	4	3	0
MARYLAND	10	72	14
MASSACHUSETTS	59	31	4
MICHIGAN	285	16	0
MINNESOTA	3	25	7
MISSISSIPPI	0	35	4
MISSOURI	0	24	1
MONTANA	0	46	0
NEBRASKA	2	18	0
NEVADA	0	0	0
NEW HAMPSHIRE	21	40	1
NEW JERSEY	20	149	66
NEW MEXICO	0	0	6
NEW YORK	246	109	0
NORTH CAROLINA	14	28	5
NORTH DAKOTA	0	2	6
OHIO	0	69	2
OKLAHOMA	0	51	1
OREGON	146	176	9
PENNSYLVANIA	0	92	0
PUERTO RICO	8	1	0
RHODE ISLAND	0	2	2
SOUTH CAROLINA	0	27	0
SOUTH DAKOTA	1	5	4
TENNESSEE	4	42	7
TEXAS	43	108	17
UTAH	2	22	5
VERMONT	12	4	1
VIRGINIA	5	160	0
WASHINGTON	41	32	14
WEST VIRGINIA	38	48	8
WISCONSIN	5	30	0
WYOMING	0	0	0
AMERICAN SAMOA	0	1	0
GUAM	0	3	2
NORTHERN MARIANAS	0	0	0
TRUST TERRITORIES	.	.	.
VIRGIN ISLANDS	0	0	1
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND INSULAR AREAS	1,303	2,458	340
50 STATES, D.C. & P.R.	1,303	2,454	337

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TABLE AA8

NUMBER OF CHILDREN AGE 18-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING SCHOOL YEAR 1989-1990

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	164	0	0	44	35	50	6	0
ALASKA	103	75	6	10	4	2	4	1
ARIZONA	77	0	1	4	0	40	26	0
ARKANSAS	239	6	2	190	1	14	12	2
CALIFORNIA	1,223	279	184	398	195	124	8	2
COLORADO	416	8	0	166	54	14	148	3
CONNECTICUT	601	189	0	75	250	11	28	0
DELAWARE	321	32	0	135	88	13	4	26
DISTRICT OF COLUMBIA	369	37	2	177	74	1	47	17
FLORIDA	726	0	0	547	64	85	0	0
GEORGIA	323	10	0	211	30	43	0	1
HAWAII	79	0	0	41	2	6	17	8
IDAHO	29	0	0	15	0	9	3	0
ILLINOIS	4,340	231	29	2,160	1,424	132	17	219
INDIANA	1,307	38	10	977	44	63	122	18
IOWA	103	0	0	48	13	18	0	2
KANSAS	178	7	0	29	22	38	67	0
KENTUCKY	350	42	0	202	18	17	47	0
LOUISIANA	693	13	2	459	40	63	51	21
MAINE	160	7	0	57	45	7	41	1
MARYLAND	522	88	8	136	71	27	127	2
MASSACHUSETTS	1,968	606	57	656	398	46	83	34
MICHIGAN	2,549	24	0	1,882	184	23	283	23
MINNESOTA	53	4	1	29	0	6	0	0
MISSISSIPPI	147	0	2	86	0	30	12	8
MISSOURI	528	0	0	483	0	24	12	0
MONTANA	33	3	0	6	1	5	9	0
NEBRASKA	68	7	0	17	8	21	3	0
NEVADA	4	4	0	0	0	0	0	0
NEW HAMPSHIRE	165	27	4	73	9	10	21	3
NEW JERSEY	920	78	0	374	199	38	168	13
NEW MEXICO	51	0	0	36	0	11	2	0
NEW YORK	3,047	154	3	795	756	306	758	75
NORTH CAROLINA	540	39	9	249	42	43	122	3
NORTH DAKOTA	34	0	0	25	0	7	0	0
OHIO	1,985	0	0	485	24	45	1,407	0
OKLAHOMA	233	0	0	95	3	14	110	2
OREGON	1,058	21	11	748	42	95	0	63
PENNSYLVANIA	1 261	113	5	825	209	30	0	68
PUERTO RICO	275	0	0	192	12	3	37	26
RHODE ISLAND	100	3	0	21	60	8	4	0
SOUTH CAROLINA	177	15	0	100	3	21	27	0
SOUTH DAKOTA	124	3	0	64	7	6	27	5
TENNESSEE	191	0	0	89	15	50	9	0
TEXAS	1,293	31	2	611	30	345	188	15
UTAH	106	0	0	1	22	8	61	1
VERMONT	255	16	6	167	12	9	39	4
VIRGINIA	275	8	0	116	29	48	31	0
WASHINGTON	337	1	0	121	35	39	107	9
WEST VIRGINIA	328	42	2	142	14	21	0	40
WISCONSIN	242	22	1	70	25	0	118	1
WYOMING	12	1	0	1	1	3	5	0
AMERICAN SAMOA	8	0	0	8	0	0	0	0
GUAM	64	0	0	31	3	3	24	0
NORTHERN MARIANAS	15	2	0	6	2	2	0	1
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	32	1	0	12	11	0	8	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	30,801	2,287	347	14,697	4,630	2,097	4,450	717
50 STATES, D.C. & P.R.	30,682	2,284	347	14,640	4,614	2,092	4,418	716

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TABLE AA8

NUMBER OF CHILDREN AGE 18-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING SCHOOL YEAR 1989-1990

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	0	22	7
ALASKA	1	0	0
ARIZONA	0	6	0
ARKANSAS	0	12	0
CALIFORNIA	2	7	24
COLORADO	0	1	22
CONNECTICUT	2	44	2
DELAWARE	17	3	3
DISTRICT OF COLUMBIA	11	0	3
FLORIDA	0	29	1
GEORGIA	0	22	6
HAWAII	2	1	2
IDAHO	0	2	0
ILLINOIS	45	70	13
INDIANA	11	19	5
IOWA	0	17	5
KANSAS	3	12	0
KENTUCKY	3	21	0
LOUISIANA	19	18	7
MAINE	2	0	0
MARYLAND	6	48	9
MASSACHUSETTS	29	57	2
MICHIGAN	120	10	0
MINNESOTA	2	10	1
MISSISSIPPI	0	9	0
MISSOURI	0	7	2
MONTANA	0	8	1
NEBRASKA	8	4	0
NEVADA	0	0	0
NEW HAMPSHIRE	7	10	1
NEW JERSEY	6	18	26
NEW MEXICO	0	0	2
NEW YORK	130	70	0
NORTH CAROLINA	16	15	2
NORTH DAKOTA	1	1	0
OHIO	0	24	0
OKLAHOMA	0	9	0
OREGON	32	42	4
PENNSYLVANIA	0	11	0
PUERTO RICO	4	1	0
RHODE ISLAND	2	2	0
SOUTH CAROLINA	0	11	0
SOUTH DAKOTA	4	5	3
TENNESSEE	5	21	2
TEXAS	22	40	9
UTAH	0	3	10
VERMONT	1	1	0
VIRGINIA	4	36	3
WASHINGTON	6	8	11
WEST VIRGINIA	44	20	3
WISCONSIN	0	5	0
WYOMING	0	1	0
AMERICAN SAMOA	0	0	0
GUAM	0	0	3
NORTHERN MARIANAS	1	1	0
TRUST TERRITORIES	.	.	.
VIRGIN ISLANDS	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND INSULAR AREAS	568	814	194
50 STATES, D.C. & P.R.	567	813	191

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TABLE AA9

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING SCHOOL YEAR 1989-1990

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	694	2	3	84	165	266	10	0
ALASKA	2,500	1,548	618	92	73	38	80	20
ARIZONA	795	33	35	75	31	387	143	9
ARKANSAS	2,047	67	83	1,158	4	222	306	68
CALIFORNIA	2,909	414	215	867	517	773	15	2
COLORADO	3,069	238	170	729	473	136	1,082	125
CONNECTICUT	3,119	1,299	28	223	849	84	191	9
DELAWARE	2,727	869	4	689	611	113	28	225
DISTRICT OF COLUMBIA	2,955	1,067	110	703	686	6	198	79
FLORIDA	5,286	13	0	4,060	662	415	0	0
GEORGIA	1,968	45	56	786	544	366	0	29
HAWAII	414	37	3	104	54	26	87	80
IDAHO	185	0	0	34	17	96	24	0
ILLINOIS	38,943	7,695	1,094	10,707	14,649	1,803	38	1,834
INDIANA	5,596	290	251	3,413	243	489	448	174
IOWA	611	36	1	83	270	133	1	4
KANSAS	1,572	132	132	303	428	211	246	33
KENTUCKY	2,156	157	178	751	223	317	302	56
LOUISIANA	2,911	150	49	1,303	392	332	308	103
MAINE	1,168	62	24	193	606	52	203	14
MARYLAND	1,711	179	29	252	362	319	325	12
MASSACHUSETTS	10,667	3,817	1,960	2,518	1,614	149	260	105
MICHIGAN	11,717	193	67	6,283	2,558	160	1,645	84
MINNESOTA	372	22	7	52	66	154	0	0
MISSISSIPPI	667	6	83	217	2	166	69	51
MISSOURI	2,199	0	0	1,938	32	154	32	0
MONTANA	257	10	3	11	5	74	48	2
NEBRASKA	264	52	2	51	54	55	12	0
NEVADA	52	26	0	0	25	0	0	1
NEW HAMPSHIRE	1,013	119	51	222	106	177	164	25
NEW JERSEY	3,567	269	5	1,168	667	242	630	67
NEW MEXICO	242	0	0	57	60	111	3	0
NEW YORK	28,001	3,303	3,939	3,718	8,232	1,848	4,784	988
NORTH CAROLINA	2,363	87	19	664	569	520	378	19
NORTH DAKOTA	343	10	39	173	1	49	0	34
OHIO	6,318	9	12	1,161	98	136	4,771	2
OKLAHOMA	785	23	1	186	96	110	277	7
OREGON	6,985	378	201	2,883	869	1,254	0	450
PENNSYLVANIA	13,902	2,399	1,137	5,341	3,659	501	0	642
PUERTO RICO	895	2	1	615	30	4	107	119
RHODE ISLAND	451	76	3	94	202	16	28	16
SOUTH CAROLINA	678	34	0	278	15	149	140	0
SOUTH DAKOTA	389	4	0	82	74	61	69	68
TENNESSEE	1,041	39	4	252	321	235	51	0
TEXAS	7,289	474	93	1,608	456	3,261	717	164
UTAH	1,123	40	40	170	110	312	274	41
VERMONT	1,906	185	413	851	157	73	139	39
VIRGINIA	1,123	30	0	255	139	228	101	5
WASHINGTON	2,032	57	15	633	149	214	582	125
WEST VIRGINIA	829	84	6	303	43	109	0	94
WISCONSIN	1,557	62	81	186	174	6	969	25
WYOMING	60	7	1	2	10	14	25	0
AMERICAN SAMOA	55	0	0	37	2	1	8	2
GUAM	318	13	7	120	35	29	93	3
NORTHERN MARIANAS	62	8	4	22	3	5	16	1
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	109	1	0	59	19	0	29	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	192,967	26,172	11,357	58,819	42,511	17,161	20,456	6,135
50 STATES, D.C. & P.R.	192,423	26,150	11,346	58,581	42,452	17,126	20,310	6,129

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TABLE AA9

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) BY DISABILITY

DURING SCHOOL YEAR 1989-1990

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	0	149	15
ALASKA	22	9	0
ARIZONA	1	81	0
ARKANSAS	34	103	2
CALIFORNIA	2	18	86
COLORADO	0	49	67
CONNECTICUT	9	414	13
DELAWARE	99	66	23
DISTRICT OF COLUMBIA	77	20	9
FLORIDA	0	130	6
GEORGIA	5	108	29
HAWAII	14	5	4
IDAHO	4	10	0
ILLINOIS	577	497	49
INDIANA	51	210	27
IOWA	0	62	21
KANSAS	19	62	6
KENTUCKY	27	143	2
LOUISIANA	88	91	15
MAINE	7	4	3
MARYLAND	20	177	36
MASSACHUSETTS	129	105	10
MICHIGAN	695	32	0
MINNESOTA	5	56	10
MISSISSIPPI	0	67	6
MISSOURI	0	40	3
MONTANA	1	102	1
NEBRASKA	13	25	0
NEVADA	0	0	0
NEW HAMPSHIRE	47	95	7
NEW JERSEY	29	319	171
NEW MEXICO	0	0	11
NEW YORK	868	321	0
NORTH CAROLINA	35	57	15
NORTH DAKOTA	8	17	12
OHIO	0	127	2
OKLAHOMA	0	83	2
OREGON	449	399	22
PENNSYLVANIA	0	223	0
PUERTO RICO	15	2	0
RHODE ISLAND	4	9	3
SOUTH CAROLINA	0	62	0
SOUTH DAKOTA	9	11	11
TENNESSEE	11	117	11
TEXAS	209	276	31
UTAH	24	94	18
VERMONT	36	11	2
VIRGINIA	18	343	4
WASHINGTON	170	57	30
WEST VIRGINIA	89	86	15
WISCONSIN	10	44	0
WYOMING	0	1	0
AMERICAN SAMOA	0	2	3
GUAM	0	11	7
NORTHERN MARIANAS	2	1	0
TRUST TERRITORIES	.	.	.
VIRGIN ISLANDS	0	0	1
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND INSULAR AREAS	3,932	5,603	821
50 STATES, D.C. & P.R.	3,930	5,589	810

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TABLE AA10

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B BY AGE GROUP

DURING SCHOOL YEAR 1989-90

	AGE GROUP					
STATE	3-21	3-5	6-11	12-17	6-17	18-21
ALABAMA	99,337	10,115	43,406	38,990	82,396	6,826
ALASKA	11,111	1,398	5,484	3,727	9,211	502
ARIZONA	55,014	3,578	26,876	20,903	47,779	3,657
ARKANSAS	43,949	3,713	18,576	19,704	38,280	1,956
CALIFORNIA	444,568	37,029	225,474	164,454	389,928	17,611
COLORADO	49,955	2,804	24,432	20,625	45,057	2,094
CONNECTICUT	59,488	4,819	27,595	24,117	51,712	2,957
DELAWARE	10,863	1,382	5,422	3,658	9,080	401
DISTRICT OF COLUMBIA	3,013	273	1,020	1,500	2,520	220
FLORIDA	213,394	12,556	115,662	77,326	192,988	7,850
GEORGIA	95,595	7,121	48,833	35,930	84,763	3,711
HAWAII	12,039	726	5,833	5,172	11,005	308
IDAHO	21,390	3,069	11,080	6,538	17,618	703
ILLINOIS	202,949	20,387	103,038	72,245	175,283	7,279
INDIANA	102,419	4,796	57,257	36,602	93,859	3,764
IOWA	57,122	5,092	26,240	22,893	49,133	2,897
KANSAS	40,975	2,919	21,399	14,948	36,347	1,709
KENTUCKY	75,174	9,066	36,622	26,250	62,872	3,236
LOUISIANA	67,048	6,057	31,285	25,977	57,262	3,729
MAINE	26,977	2,937	12,785	10,170	22,955	1,085
MARYLAND	86,126	6,959	42,083	33,197	75,280	3,887
MASSACHUSETTS	134,724	9,960	63,377	55,488	118,865	5,899
MICHIGAN	149,781	13,166	71,045	58,362	129,407	7,208
MINNESOTA	79,684	8,495	36,595	31,480	68,075	3,114
MISSISSIPPI	59,044	5,219	28,190	22,766	50,956	2,869
MISSOURI	98,001	3,906	49,911	39,922	89,833	4,262
MONTANA	15,711	1,461	8,284	5,232	13,516	734
NEBRASKA	31,108	2,577	16,606	10,603	27,209	1,322
NEVADA	16,460	1,016	8,592	6,215	14,807	637
NEW HAMPSHIRE	17,458	1,236	7,807	7,618	15,425	797
NEW JERSEY	170,942	13,875	86,876	62,738	149,614	7,453
NEW MEXICO	32,964	1,662	15,546	14,133	29,679	1,623
NEW YORK	266,938	22,011	104,011	123,750	227,761	17,166
NORTH CAROLINA	117,054	9,898	60,606	41,930	102,536	4,620
NORTH DAKOTA	12,163	1,100	5,998	4,410	10,408	655
OHIO	191,839	8,370	99,240	74,735	173,975	9,494
OKLAHOMA	64,609	5,402	33,451	23,345	56,796	2,411
OREGON	45,392	1,257	24,191	18,095	42,286	1,849
PENNSYLVANIA	194,506	15,565	93,498	75,638	169,136	9,805
PUERTO RICO	35,268	3,154	12,308	16,188	28,496	3,618
RHODE ISLAND	19,472	1,431	9,280	7,882	17,162	879
SOUTH CAROLINA	76,287	7,893	38,981	26,403	65,384	3,010
SOUTH DAKOTA	14,206	1,947	7,255	4,410	11,665	594
TENNESSEE	99,939	7,045	49,546	38,374	87,920	4,974
TEXAS	321,213	21,928	155,802	126,239	282,041	17,244
UTAH	42,254	2,792	24,143	14,269	38,412	1,050
VERMONT	11,020	574	5,881	4,134	10,015	431
VIRGINIA	104,902	8,918	50,932	39,804	90,736	5,248
WASHINGTON	78,179	9,040	39,560	26,630	66,190	2,949
WEST VIRGINIA	42,034	2,774	19,135	17,743	36,878	2,382
WISCONSIN	79,272	9,765	34,153	31,199	65,352	4,155
WYOMING	10,505	1,153	5,358	3,540	8,898	454
AMERICAN SAMOA	342	42	212	78	290	10
GUAM	1,414	132	470	676	1,146	136
NORTHERN MARIANAS	150	21	52	73	125	4
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	1,298	78	506	644	1,150	70
BUR. OF INDIAN AFFAIRS	6,597	868	2,889	2,505	5,394	335
U.S. AND INSULAR AREAS	4,421,236	352,527	2,160,689	1,702,177	3,862,866	205,843
50 STATES, D.C. & P.R.	4,411,435	351,386	2,156,560	1,698,201	3,854,761	205,288

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TABLE AA11

NUMBER OF CHILDREN AGE 6-11 SERVED UNDER IDEA, PART B BY DISABILITY

DURING SCHOOL YEAR 1989-1990

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	43,406	11,847	19,328	8,346	2,228	377	475	264
ALASKA	5,484	2,814	2,080	100	169	55	143	35
ARIZONA	26,876	12,963	9,584	2,004	1,007	311	533	309
ARKANSAS	18,576	8,093	6,378	3,510	75	172	125	51
CALIFORNIA	225,474	115,032	80,590	9,193	3,871	3,138	2,612	3,360
COLORADO	24,432	11,666	6,777	776	3,187	319	1,229	366
CONNECTICUT	27,595	14,124	7,828	1,173	3,471	294	403	149
DELAWARE	5,422	3,029	1,697	265	350	48	7	17
DISTRICT OF COLUMBIA	1,020	351	576	48	11	26	4	4
FLORIDA	115,662	41,357	52,828	8,869	9,674	479	0	1,360
GEORGIA	48,833	11,929	18,277	8,688	8,812	410	0	319
HAWAII	5,833	2,719	1,905	468	337	120	74	67
IDAHO	11,080	5,951	3,274	1,261	169	144	6	125
ILLINOIS	103,038	42,731	49,713	5,081	3,805	559	0	502
INDIANA	57,257	15,282	32,953	6,280	1,692	386	195	230
IOWA	26,240	9,892	8,578	4,342	2,218	342	260	532
KANSAS	21,399	7,298	9,408	2,206	1,547	227	206	209
KENTUCKY	36,622	8,204	19,637	6,584	1,019	252	404	207
LOUISIANA	31,285	8,430	15,334	3,890	1,401	493	275	475
MAINE	12,785	4,809	4,921	794	1,435	132	404	117
MARYLAND	42,083	16,968	18,850	2,109	1,261	443	1,341	335
MASSACHUSETTS	63,377	23,427	14,246	13,282	8,780	758	1,270	506
MICHIGAN	71,045	27,266	29,473	5,222	5,563	1,098	73	1,951
MINNESOTA	36,595	14,857	12,078	4,197	3,585	691	82	665
MISSISSIPPI	28,190	8,653	16,120	2,553	94	146	139	425
MISSOURI	49,911	19,022	21,818	4,527	3,159	399	225	418
MONTANA	8,284	3,803	3,441	442	203	79	136	70
NEBRASKA	16,606	5,831	7,038	1,851	901	232	218	200
NEVADA	8,592	4,311	3,028	446	347	85	184	125
NEW HAMPSHIRE	7,807	4,238	2,344	283	562	23	63	90
NEW JERSEY	86,876	33,894	44,141	1,311	3,491	510	3,090	261
NEW MEXICO	15,546	6,378	6,181	770	1,224	180	357	307
NEW YORK	104,011	63,416	16,549	5,503	12,675	995	2,488	587
NORTH CAROLINA	60,606	23,583	21,319	8,864	3,863	686	515	467
NORTH DAKOTA	5,998	2,049	3,232	412	152	60	0	31
OHIO	99,240	29,929	45,851	15,511	2,827	1,026	2,369	1,351
OKLAHOMA	33,451	12,202	14,733	4,642	522	292	683	174
OREGON	24,191	11,466	10,744	596	741	86	0	222
PENNSYLVANIA	93,498	29,924	46,747	10,072	4,862	1,079	0	291
PUERTO RICO	12,308	4,054	1,019	4,892	438	475	647	161
RHODE ISLAND	9,280	5,422	2,752	359	455	64	43	77
SOUTH CAROLINA	38,981	13,205	16,838	5,344	2,314	468	178	390
SOUTH DAKOTA	7,255	2,390	3,652	595	124	130	214	86
TENNESSEE	49,546	20,853	20,457	4,840	755	446	650	506
TEXAS	155,802	75,244	55,315	8,460	8,124	515	1,444	1,936
UTAH	24,143	10,895	6,757	1,280	4,260	115	456	103
VERMONT	5,881	2,744	2,404	301	241	63	8	42
VIRGINIA	50,932	21,224	20,522	4,720	2,537	503	558	429
WASHINGTON	39,560	17,784	11,981	3,138	1,784	864	837	565
WEST VIRGINIA	19,135	5,907	9,279	2,789	679	142	0	146
WISCONSIN	34,153	8,022	11,950	1,035	3,185	99	9,405	248
WYOMING	5,358	2,423	2,219	226	171	61	0	98
AMERICAN SAMOA	212	0	111	95	0	5	1	0
GUAM	470	272	97	76	1	0	0	15
NORTHERN MARIANAS	52	17	11	5	1	11	2	4
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	506	144	177	129	14	10	17	1
BUR. OF INDIAN AFFAIRS	2,889	1,515	931	164	123	22	88	12
U.S. AND INSULAR AREAS	2,160,689	871,853	856,071	194,919	126,496	21,145	35,136	21,993
50 STATES, D.C. & P.R.	2,156,560	869,905	854,744	194,450	126,357	21,097	35,028	21,961

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TABLE AA11

NUMBER OF CHILDREN AGE 6-11 SERVED UNDER IDEA, PART B BY DISABILITY

DURING SCHOOL YEAR 1989-1990

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	389	149	3
ALASKA	64	23	1
ARIZONA	24	141	0
ARKANSAS	138	30	4
CALIFORNIA	6,357	1,280	41
COLORADO	0	109	3
CONNECTICUT	137	9	7
DELAWARE	3	6	0
DISTRICT OF COLUMBIA	0	0	0
FLORIDA	679	403	13
GEORGIA	205	188	5
HAWAII	113	30	0
IDAHO	113	37	0
ILLINOIS	364	282	1
INDIANA	68	155	16
IOWA	0	71	5
KANSAS	215	83	0
KENTUCKY	138	174	3
LOUISIANA	801	186	0
MAINE	122	43	8
MARYLAND	594	170	12
MASSACHUSETTS	760	315	33
MICHIGAN	66	333	0
MINNESOTA	270	161	9
MISSISSIPPI	0	57	3
MISSOURI	171	133	39
MONTANA	74	35	1
NEBRASKA	234	99	2
NEVADA	21	44	1
NEW HAMPSHIRE	201	3	0
NEW JERSEY	134	44	0
NEW MEXICO	65	60	24
NEW YORK	1,338	433	27
NORTH CAROLINA	1,049	257	3
NORTH DAKOTA	36	26	0
OHIO	0	374	2
OKLAHOMA	86	96	21
OREGON	306	30	0
PENNSYLVANIA	0	523	0
PUERTO RICO	347	245	30
RHODE ISLAND	72	34	2
SOUTH CAROLINA	76	166	2
SOUTH DAKOTA	33	23	8
TENNESSEE	644	391	4
TEXAS	4,042	716	6
UTAH	198	64	15
VERMONT	61	16	1
VIRGINIA	367	68	4
WASHINGTON	2,452	125	30
WEST VIRGINIA	124	66	3
WISCONSIN	119	86	4
WYOMING	125	35	0
AMERICAN SAMOA	0	0	0
GUAM	9	0	0
NORTHERN MARIANAS	1	0	0
TRUST TERRITORIES	.	.	.
VIRGIN ISLANDS	2	12	0
BUR. OF INDIAN AFFAIRS	14	20	0
U.S. AND INSULAR AREAS	24,021	8,659	396
50 STATES, D.C. & P.R.	23,995	8,627	396

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TABLE AA12

NUMBER OF CHILDREN AGE 12-17 SERVED UNDER IDEA, PART B BY DISABILITY

DURING SCHOOL YEAR 1989-1990

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	38,990	17,573	2,083	14,985	3,117	303	336	182
ALASKA	3,727	2,812	217	152	297	45	105	28
ARIZONA	20,903	15,138	814	2,112	1,882	223	428	163
ARKANSAS	19,704	13,275	478	5,342	169	115	112	33
CALIFORNIA	164,454	122,340	12,943	9,315	6,890	2,542	1,915	2,796
COLORADO	20,625	12,069	1,108	1,173	4,802	282	846	245
CONNECTICUT	24,117	14,383	1,085	1,666	6,226	216	266	70
DELAWARE	3,658	2,624	65	248	608	24	16	15
DISTRICT OF COLUMBIA	1,500	1,217	62	148	50	15	1	4
FLORIDA	77,326	43,834	7,750	10,112	12,314	433	0	890
GEORGIA	35,930	14,048	1,527	11,081	8,349	331	0	231
HAWAII	5,172	3,749	220	505	443	88	37	50
IDAHO	6,538	4,590	220	1,137	275	90	2	89
ILLINOIS	72,245	50,361	4,207	8,148	7,575	489	0	410
INDIANA	36,602	22,424	2,195	8,532	2,729	258	110	170
IOWA	22,893	12,724	603	4,696	4,002	259	203	335
KANSAS	14,948	8,543	964	2,481	2,441	176	109	113
KENTUCKY	26,250	12,880	1,263	9,421	1,739	204	291	149
LOUISIANA	25,977	15,884	2,468	4,156	1,953	338	179	302
MAINE	10,170	5,728	739	1,120	1,997	93	298	46
MARYLAND	33,197	22,695	3,678	2,178	2,565	367	1,091	156
MASSACHUSETTS	55,488	20,529	12,466	11,648	7,671	661	1,109	441
MICHIGAN	58,362	37,051	3,095	5,652	9,827	972	34	1,401
MINNESOTA	31,480	16,927	1,437	4,684	7,214	476	53	462
MISSISSIPPI	22,766	16,515	1,228	4,301	119	148	98	290
MISSOURI	39,922	25,096	2,745	6,411	4,766	287	149	236
MONTANA	5,232	3,764	222	481	450	40	110	30
NEBRASKA	10,603	6,242	591	1,780	1,292	191	140	134
NEVADA	6,215	4,542	297	478	544	52	65	114
NEW HAMPSHIRE	7,618	5,523	512	340	1,031	15	29	30
NEW JERSEY	62,738	44,405	4,125	2,152	8,833	456	2,193	201
NEW MEXICO	14,133	7,996	2,836	880	1,712	160	193	200
NEW YORK	123,750	86,493	3,407	8,507	20,282	949	2,021	410
NORTH CAROLINA	41,930	23,391	1,616	9,592	4,903	594	317	329
NORTH DAKOTA	4,410	2,987	360	661	284	57	0	26
OHIO	74,735	40,034	3,594	21,754	4,643	792	1,674	1,893
OKLAHOMA	23,345	15,272	910	5,581	812	216	306	94
OREGON	18,095	13,624	1,608	666	1,492	76	0	242
PENNSYLVANIA	75,638	45,556	4,431	14,945	8,907	1,049	0	306
PUERTO RICO	16,188	5,464	233	8,428	379	427	593	118
RHODE ISLAND	7,882	6,121	305	393	777	68	23	56
SOUTH CAROLINA	26,403	14,030	1,085	7,176	3,190	311	111	291
SOUTH DAKOTA	4,410	3,057	186	666	269	56	104	23
TENNESSEE	38,374	26,375	1,845	6,201	1,308	440	485	373
TEXAS	126,239	88,106	4,682	10,125	15,203	455	1,269	1,321
UTAH	14,269	7,698	442	1,376	4,014	106	362	73
VERMONT	4,134	2,588	570	346	441	63	7	35
VIRGINIA	39,804	26,375	1,666	5,816	4,777	421	286	196
WASHINGTON	26,630	17,665	775	2,836	2,359	530	566	308
WEST VIRGINIA	17,743	11,077	737	4,218	1,389	109	0	112
WISCONSIN	31,199	13,980	1,421	2,618	6,610	89	6,150	143
WYOMING	3,540	2,493	263	259	329	53	0	33
AMERICAN SAMOA	78	0	16	57	0	5	0	0
GUAM	676	541	12	114	0	0	0	7
NORTHERN MARIANAS	73	62	1	1	1	7	0	1
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	644	228	97	276	16	8	5	3
BUR. OF INDIAN AFFAIRS	2,505	1,773	250	195	180	22	69	4
U.S. AND INSULAR AREAS	1,702,177	1,062,471	104,755	250,162	196,447	17,252	24,866	16,413
50 STATES, D.C. & P.R.	1,698,201	1,059,867	104,379	249,519	196,250	17,210	24,792	16,398

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TABLE AA12

NUMBER OF CHILDREN AGE 12-17 SERVED UNDER IDEA, PART B BY DISABILITY

DURING SCHOOL YEAR 1989-1990

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	268	141	2
ALASKA	60	11	0
ARIZONA	49	94	0
ARKANSAS	152	27	1
CALIFORNIA	4,583	1,092	38
COLORADO	0	94	6
CONNECTICUT	197	4	4
DELAWARE	55	3	0
DISTRICT OF COLUMBIA	0	3	0
FLORIDA	1,698	272	23
GEORGIA	205	157	1
HAWAII	57	21	2
IDAHO	101	34	0
ILLINOIS	793	262	0
INDIANA	30	141	13
IOWA	0	65	6
KANSAS	129	72	0
KENTUCKY	116	184	3
LOUISIANA	553	142	2
MAINE	112	35	2
MARYLAND	333	131	3
MASSACHUSETTS	665	274	24
MICHIGAN	42	288	0
MINNESOTA	184	117	6
MISSISSIPPI	0	66	1
MISSOURI	111	109	12
MONTANA	112	22	1
NEBRASKA	173	59	1
NEVADA	91	32	0
NEW HAMPSHIRE	132	6	0
NEW JERSEY	311	61	1
NEW MEXICO	53	57	46
NEW YORK	1,176	481	24
NORTH CAROLINA	932	253	3
NORTH DAKOTA	19	16	0
OHIO	0	349	2
OKLAHOMA	67	82	5
OREGON	356	31	0
PENNSYLVANIA	0	442	2
PUERTO RICO	273	259	14
RHODE ISLAND	113	26	0
SOUTH CAROLINA	61	147	1
SOUTH DAKOTA	27	16	6
TENNESSEE	1,035	305	7
TEXAS	4,388	681	9
UTAH	149	44	5
VERMONT	70	13	1
VIRGINIA	205	62	0
WASHINGTON	1,488	100	3
WEST VIRGINIA	29	71	1
WISCONSIN	105	82	1
WYOMING	91	18	1
AMERICAN SAMOA	0	0	0
GUAM	2	0	0
NORTHERN MARIANAS	0	0	0
TRUST TERRITORIES	.	.	.
VIRGIN ISLANDS	1	10	0
BUR. OF INDIAN AFFAIRS	6	6	0
U.S. AND INSULAR AREAS	21,958	7,570	283
50 STATES, D.C. & P.R.	21,949	7,554	283

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TABLE AA13

NUMBER OF CHILDREN AGE 18-21 SERVED UNDER IDEA, PART B BY DISABILITY

DURING SCHOOL YEAR 1989-1990

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	6,826	2,710	114	3,385	343	45	108	47
ALASKA	502	361	2	64	26	6	29	8
ARIZONA	3,657	2,178	63	796	256	43	248	40
ARKANSAS	1,956	1,218	12	647	7	18	22	2
CALIFORNIA	17,611	8,833	607	4,664	754	366	945	683
COLORADO	2,094	1,056	48	363	387	37	151	41
CONNECTICUT	2,957	1,448	44	608	681	31	102	9
DELAWARE	401	279	3	51	57	6	1	1
DISTRICT OF COLUMBIA	220	165	1	34	17	3	0	0
FLORIDA	7,850	3,705	280	2,586	787	44	0	163
GEORGIA	3,711	1,052	28	2,068	432	30	0	56
HAWAII	308	174	1	76	26	9	8	5
IDAHO	703	366	7	263	22	14	0	13
ILLINOIS	7,279	4,275	162	1,805	789	50	0	76
INDIANA	3,764	2,064	92	1,348	163	26	16	24
IOWA	2,897	1,223	17	1,120	276	34	112	108
KANSAS	1,709	827	27	592	161	15	37	17
KENTUCKY	3,236	1,365	58	1,555	94	29	89	29
LOUISIANA	3,729	1,843	111	1,307	178	56	54	60
MAINE	1,085	566	31	245	138	9	70	8
MARYLAND	3,887	2,107	194	845	304	43	306	29
MASSACHUSETTS	5,899	1,819	169	1,964	1,180	144	252	105
MICHIGAN	7,208	4,120	108	1,541	831	158	26	330
MINNESOTA	3,114	1,107	53	1,367	446	41	21	58
MISSISSIPPI	2,869	1,883	41	834	20	26	19	41
MISSOURI	4,262	2,469	86	1,220	299	48	44	64
MONTANA	734	473	14	139	30	12	41	6
NEBRASKA	1,322	564	20	494	116	35	47	17
NEVADA	637	347	10	188	27	8	40	12
NEW HAMPSHIRE	797	547	32	77	95	12	6	7
NEW JERSEY	7,453	4,252	178	1,050	1,148	86	631	51
NEW MEXICO	1,623	806	242	317	119	22	46	46
NEW YORK	17,166	10,350	160	3,353	2,000	207	657	82
NORTH CAROLINA	4,620	1,948	52	2,014	243	53	92	58
NORTH DAKOTA	655	374	13	215	24	6	0	12
OHIO	9,494	4,105	68	3,791	314	139	660	376
OKLAHOMA	2,411	1,399	17	839	67	12	54	11
OREGON	1,849	1,278	106	236	110	13	0	41
PENNSYLVANIA	9,805	4,958	159	3,586	818	115	0	111
PUERTO RICO	3,618	497	25	2,267	67	162	370	45
RHODE ISLAND	879	551	6	196	78	11	3	8
SOUTH CAROLINA	3,010	1,011	45	1,610	146	33	77	57
SOUTH DAKOTA	594	337	14	166	31	7	25	3
TENNESSEE	4,974	2,604	98	1,645	106	75	221	79
TEXAS	17,244	10,586	144	3,542	1,354	82	458	276
UTAH	1,050	307	14	336	184	4	165	10
VERMONT	431	235	50	74	49	5	8	2
VIRGINIA	5,248	2,593	53	1,914	420	60	96	43
WASHINGTON	2,949	1,510	17	805	184	52	194	37
WEST VIRGINIA	2,382	1,246	13	951	113	19	0	21
WISCONSIN	4,155	1,721	54	855	536	19	925	19
WYOMING	454	252	16	108	47	10	0	9
AMERICAN SAMOA	10	0	0	7	0	3	0	0
GUAM	136	96	1	37	0	0	0	0
NORTHERN MARIANAS	4	0	1	0	0	2	1	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	70	9	3	52	0	2	1	0
BUR. OF INDIAN AFFAIRS	335	227	19	38	16	9	20	2
U.S. AND INSULAR AREAS	205,843	104,396	4,003	62,250	17,116	2,606	7,498	3,458
50 STATES, D.C. & P.R.	205,288	104,064	3,979	62,116	17,100	2,590	7,476	3,456

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TABLE AA13

NUMBER OF CHILDREN AGE 18-21 SERVED UNDER IDEA, PART B BY DISABILITY

DURING SCHOOL YEAR 1989-1990

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	59	14	1
ALASKA	4	2	0
ARIZONA	17	16	0
ARKANSAS	23	3	4
CALIFORNIA	570	156	33
COLORADO	0	9	2
CONNECTICUT	30	2	2
DELAWARE	2	1	0
DISTRICT OF COLUMBIA	0	0	0
FLORIDA	247	22	16
GEORGIA	30	15	0
HAWAII	7	2	0
IDAHO	14	4	0
ILLINOIS	99	23	0
INDIANA	6	23	2
IOWA	0	3	4
KANSAS	25	8	0
KENTUCKY	7	9	1
LOUISIANA	93	27	0
MAINE	12	5	1
MARYLAND	48	10	1
MASSACHUSETTS	92	169	5
MICHIGAN	29	65	0
MINNESOTA	11	10	0
MISSISSIPPI	0	5	0
MISSOURI	10	12	10
MONTANA	14	5	0
NEBRASKA	19	10	0
NEVADA	3	2	0
NEW HAMPSHIRE	20	1	0
NEW JERSEY	49	8	0
NEW MEXICO	11	9	5
NEW YORK	275	73	9
NORTH CAROLINA	136	24	0
NORTH DAKOTA	7	4	0
OHIO	0	41	0
OKLAHOMA	8	2	2
OREGON	61	4	0
PENNSYLVANIA	0	58	0
PUERTO RICO	90	80	15
RHODE ISLAND	19	5	2
SOUTH CAROLINA	13	16	2
SOUTH DAKOTA	4	4	3
TENNESSEE	114	31	1
TEXAS	708	87	7
UTAH	22	6	2
VERMONT	5	3	0
VIRGINIA	55	12	2
WASHINGTON	141	7	2
WEST VIRGINIA	16	3	0
WISCONSIN	15	11	0
WYOMING	9	3	0
AMERICAN SAMOA	0	0	0
GUAM	2	0	0
NORTHERN MARIANAS	0	0	0
TRUST TERRITORIES	.	.	.
VIRGIN ISLANDS	3	0	0
BUR. OF INDIAN AFFAIRS	0	4	0
U.S. AND INSULAR AREAS	3,254	1,128	134
50 STATES, D.C. & P.R.	3,249	1,124	134

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TABLE AA14

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B
BY DISABILITY

DURING SCHOOL YEAR 1989-1990

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	89,222	32,130	21,525	26,716	5,688	725	919	493
ALASKA	9,713	5,987	2,299	316	492	106	277	71
ARIZONA	51,436	30,279	10,461	4,912	3,145	577	1,209	512
ARKANSAS	40,236	22,586	6,868	9,499	251	305	259	86
CALIFORNIA	407,539	246,205	94,140	23,172	11,515	6,046	5,472	6,839
COLORADO	47,151	24,791	7,933	2,312	8,376	638	2,226	652
CONNECTICUT	54,669	29,955	8,957	3,447	10,378	541	771	228
DELAWARE	9,481	5,932	1,765	564	1,015	78	24	33
DISTRICT OF COLUMBIA	2,740	1,733	639	230	78	44	5	8
FLORIDA	200,838	88,896	60,858	21,567	22,775	956	0	2,413
GEORGIA	88,474	27,029	19,832	21,837	17,593	771	0	606
HAWAII	11,313	6,642	2,126	1,049	806	217	119	122
IDAHO	18,321	10,907	3,501	2,661	466	248	8	227
ILLINOIS	182,562	97,367	54,082	15,034	12,169	1,098	0	988
INDIANA	97,623	39,770	35,240	16,160	4,584	670	321	424
IOWA	52,030	23,839	9,198	10,158	6,496	635	575	975
KANSAS	38,056	16,668	10,399	5,199	4,149	418	352	339
KENTUCKY	66,108	22,449	20,958	17,560	2,852	485	784	385
LOUISIANA	60,991	26,157	17,913	9,353	3,532	887	508	837
MAINE	24,040	11,103	5,691	2,159	3,570	234	772	171
MARYLAND	79,167	41,770	22,722	5,132	4,130	853	2,738	520
MASSACHUSETTS	124,764	45,775	26,881	26,894	17,631	1,563	2,631	1,052
MICHIGAN	136,615	68,437	32,676	12,415	16,221	2,228	133	3,682
MINNESOTA	71,189	32,891	13,568	10,168	11,245	1,208	156	1,185
MISSISSIPPI	53,825	27,051	17,389	7,688	233	320	256	756
MISSOURI	94,095	46,587	24,649	12,158	8,224	734	418	718
MONTANA	14,250	8,040	3,677	1,062	683	131	287	106
NEBRASKA	28,531	12,637	7,649	4,125	2,309	458	405	351
NEVADA	15,444	9,200	3,335	1,112	918	145	289	251
NEW HAMPSHIRE	16,222	10,308	2,888	700	1,688	50	98	127
NEW JERSEY	157,067	82,551	48,444	4,513	13,472	1,052	5,914	513
NEW MEXICO	31,302	15,180	9,259	1,967	3,055	362	596	553
NEW YORK	244,927	160,259	20,116	17,363	34,957	2,151	5,166	1,079
NORTH CAROLINA	107,156	48,922	22,987	20,470	9,009	1,333	924	854
NORTH DAKOTA	11,063	5,410	3,605	1,288	460	123	0	69
OHIO	183,469	74,068	49,513	41,056	7,784	1,957	4,703	3,620
OKLAHOMA	59,207	28,873	15,660	11,062	1,401	520	1,043	279
OREGON	44,135	26,368	12,458	1,498	2,343	175	0	505
PENNSYLVANIA	178,941	80,438	51,337	28,603	14,587	2,243	0	708
PUERTO RICO	32,114	10,015	1,277	15,587	884	1,064	1,610	324
RHODE ISLAND	18,041	12,094	3,063	948	1,310	143	69	141
SOUTH CAROLINA	68,394	28,246	17,968	14,130	5,650	812	366	738
SOUTH DAKOTA	12,259	5,784	3,852	1,427	424	193	343	112
TENNESSEE	92,894	49,832	22,400	12,686	2,169	961	1,356	958
TEXAS	299,285	173,936	60,141	22,127	24,681	1,052	3,171	3,533
UTAH	39,462	18,900	7,213	2,992	8,458	225	983	186
VERMONT	10,446	5,567	3,024	721	731	131	23	79
VIRGINIA	95,984	50,192	22,241	12,450	7,734	984	940	668
WASHINGTON	69,139	36,959	12,773	6,779	4,327	1,446	1,597	910
WEST VIRGINIA	39,260	18,230	10,029	7,958	2,181	270	0	279
WISCONSIN	69,507	23,723	13,425	4,508	10,331	207	16,480	410
WYOMING	9,352	5,168	2,498	593	547	124	0	140
AMERICAN SAMOA	300	0	127	159	0	13	1	0
GUAM	1,282	909	110	227	1	0	0	22
NORTHERN MARIANAS	129	79	13	6	2	20	3	5
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1,220	381	277	457	30	20	23	4
BUR. OF INDIAN AFFAIRS	5,729	3,515	1,200	397	319	53	177	18
U.S. AND INSULAR AREAS	4,068,709	2,038,720	964,829	507,331	340,059	41,003	67,500	41,064
50 STATES, D.C. & P.R.	4,060,049	2,033,836	963,102	506,085	339,707	40,897	67,296	41,015

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TABLE AA14

NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B
BY DISABILITY

DURING SCHOOL YEAR 1989-1990

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	716	304	6
ALASKA	128	36	1
ARIZONA	90	251	0
ARKANSAS	313	60	9
CALIFORNIA	11,510	2,528	112
COLORADO	0	212	11
CONNECTICUT	364	15	13
DELAWARE	60	10	0
DISTRICT OF COLUMBIA	0	3	0
FLORIDA	2,624	697	52
GEORGIA	440	360	6
HAWAII	177	53	2
IDAHO	228	75	0
ILLINOIS	1,256	567	1
INDIANA	104	319	31
IOWA	0	139	15
KANSAS	369	163	0
KENTUCKY	261	367	7
LOUISIANA	1,447	355	2
MAINE	246	83	11
MARYLAND	975	311	16
MASSACHUSETTS	1,517	758	62
MICHIGAN	137	686	0
MINNESOTA	465	288	15
MISSISSIPPI	0	128	4
MISSOURI	292	254	61
MONTANA	200	62	2
NEBRASKA	426	168	3
NEVADA	115	78	1
NEW HAMPSHIRE	353	10	0
NEW JERSEY	494	113	1
NEW MEXICO	129	126	75
NEW YORK	2,789	987	60
NORTH CAROLINA	2,117	534	6
NORTH DAKOTA	62	46	0
OHIO	0	764	4
OKLAHOMA	161	180	28
OREGON	723	65	0
PENNSYLVANIA	0	1,023	2
PUERTO RICO	710	584	59
RHODE ISLAND	204	65	4
SOUTH CAROLINA	150	329	5
SOUTH DAKOTA	64	43	17
TENNESSEE	1,793	727	12
TEXAS	9,138	1,484	22
UTAH	369	114	22
VERMONT	136	32	2
VIRGINIA	627	142	6
WASHINGTON	4,081	232	35
WEST VIRGINIA	169	140	4
WISCONSIN	239	179	5
WYOMING	225	56	1
AMERICAN SAMOA	0	0	0
GUAM	13	0	0
NORTHERN MARIANAS	1	0	0
TRUST TERRITORIES	.	.	.
VIRGIN ISLANDS	6	22	0
BUR. OF INDIAN AFFAIRS	20	30	0
U.S. AND INSULAR AREAS	49,233	17,357	813
50 STATES, D.C. & P.R.	49,193	17,305	813

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TABLE AA15

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B
BY DISABILITY AND AGE YEAR

DURING SCHOOL YEAR 1989-90

DISABILITY	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD
MENTAL RETARDATION	.	.	.	17,674	26,418	32,460	37,805	40,113	40,449
SPEECH OR LANGUAGE IMPAIRMENTS	.	.	.	194,494	203,238	175,948	133,960	90,977	57,454
VISUAL IMPAIRMENTS	.	.	.	1,125	1,424	1,513	1,614	1,494	1,489
SERIOUS EMOTIONAL DISTURBANCE	.	.	.	7,092	13,385	19,699	25,626	29,163	31,531
ORTHOPEDIC IMPAIRMENTS	.	.	.	3,902	4,057	3,884	3,637	3,345	3,168
OTHER HEALTH IMPAIRMENTS	.	.	.	3,221	4,071	4,417	4,391	4,162	3,759
SPECIFIC LEARNING DISABILITIES	.	.	.	31,073	78,556	140,746	190,212	214,892	216,374
DEAF-BLINDNESS	.	.	.	44	87	58	80	66	61
MULTIPLE DISABILITIES	.	.	.	5,498	5,986	6,325	6,022	5,896	5,409
HEARING IMPAIRMENTS	.	.	.	2,843	3,462	3,677	3,840	3,743	3,580
ALL DISABILITIES	53,944	104,245	194,338	266,966	340,684	388,727	407,187	393,851	363,274

DISABILITY	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD
MENTAL RETARDATION	42,404	41,572	42,757	42,582	41,629	39,218	32,199	16,435	9,266
SPEECH OR LANGUAGE IMPAIRMENTS	36,780	23,721	16,604	11,835	8,937	6,878	2,837	864	230
VISUAL IMPAIRMENTS	1,386	1,323	1,339	1,252	1,173	1,097	749	229	96
SERIOUS EMOTIONAL DISTURBANCE	33,998	34,730	36,711	36,129	31,217	23,662	12,107	3,596	1,083
ORTHOPEDIC IMPAIRMENTS	2,982	2,893	2,680	2,718	2,647	2,493	1,840	886	477
OTHER HEALTH IMPAIRMENTS	3,557	3,678	3,852	3,973	3,737	3,161	1,787	808	406
SPECIFIC LEARNING DISABILITIES	216,409	200,448	189,960	175,214	153,010	127,430	79,428	20,321	3,844
DEAF-BLINDNESS	70	45	41	44	47	36	45	29	30
MULTIPLE DISABILITIES	4,976	4,497	4,233	4,075	3,716	3,369	2,893	2,163	1,594
HEARING IMPAIRMENTS	3,343	3,149	2,855	2,837	2,702	2,366	1,704	605	210
ALL DISABILITIES	345,905	316,056	301,032	280,659	248,815	209,710	135,589	45,936	17,236

DISABILITY	21 YEARS OLD
MENTAL RETARDATION	4,350
SPEECH OR LANGUAGE IMPAIRMENTS	72
VISUAL IMPAIRMENTS	54
SERIOUS EMOTIONAL DISTURBANCE	330
ORTHOPEDIC IMPAIRMENTS	255
OTHER HEALTH IMPAIRMENTS	253
SPECIFIC LEARNING DISABILITIES	803
DEAF-BLINDNESS	30
MULTIPLE DISABILITIES	848
HEARING IMPAIRMENTS	87
ALL DISABILITIES	7,082

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TABLE AA16

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B
BY AGE YEAR

DURING SCHOOL YEAR 1989-90

ALL DISABILITIES

STATE	3 YEARS OLD	4 YEARS OLD	5 YEARS OLD	6 YEARS OLD	7 YEARS OLD	8 YEARS OLD	9 YEARS OLD	10 YEARS OLD	11 YEARS OLD
ALABAMA	616	1,613	7,886	6,807	6,953	7,140	7,566	7,730	7,210
ALASKA	[illegible]	469	632	689	968	1,082	1,011	915	819
ARIZONA	560	1,205	1,813	2,900	3,976	4,981	5,394	4,960	4,665
ARKANSAS	646	1,360	1,707	2,371	2,664	3,000	3,493	3,452	3,596
CALIFORNIA	7,133	12,800	17,096	23,439	33,269	41,309	44,816	43,292	39,349
COLORADO	397	981	1,426	2,423	3,420	4,438	4,808	4,878	4,465
CONNECTICUT	861	1,729	2,229	3,018	4,085	4,858	5,155	5,394	5,085
DELAWARE	99	453	830	869	934	1,020	947	896	756
DISTRICT OF COLUMBIA	26	109	138	159	158	200	161	147	195
FLORIDA	1,202	3,051	8,303	13,427	17,771	21,005	22,082	21,712	19,665
GEORGIA	772	1,654	4,695	6,391	7,584	8,561	9,260	8,741	8,296
HAWAII	157	197	372	637	879	994	1,103	1,095	1,125
IDAHO	506	919	1,644	1,407	1,958	2,135	2,125	1,881	1,574
ILLINOIS	2,722	6,062	11,603	15,927	18,832	19,771	17,740	15,789	14,979
INDIANA	156	325	4,315	8,112	10,622	10,992	10,269	9,295	7,967
IOWA	999	1,633	2,460	3,044	3,806	4,785	5,173	4,958	4,474
KANSAS	441	833	1,645	2,530	3,193	4,141	4,394	3,826	3,315
KENTUCKY	762	1,975	6,329	6,407	6,705	6,282	6,183	5,743	5,302
LOUISIANA	808	2,135	3,114	4,391	5,358	5,277	5,461	5,566	5,232
MAINE	704	1,209	1,024	1,397	1,857	2,287	2,505	2,415	2,324
MARYLAND	1,340	2,267	3,352	4,791	6,188	7,366	8,192	8,237	7,309
MASSACHUSETTS	1,758	3,710	4,492	7,013	9,549	11,297	12,136	12,028	11,354
MICHIGAN	2,419	4,219	6,528	8,094	10,284	12,892	13,769	13,673	12,333
MINNESOTA	1,814	3,257	3,424	4,147	5,372	6,657	7,139	6,923	6,357
MISSISSIPPI	388	804	4,027	5,273	5,244	4,631	4,410	4,382	4,250
MISSOURI	438	944	2,524	5,082	7,494	8,850	9,916	9,674	8,895
MONTANA	216	420	825	1,140	1,415	1,636	1,547	1,399	1,147
NEBRASKA	488	779	1,310	1,915	2,640	3,228	3,350	2,913	2,560
NEVADA	136	256	624	870	1,250	1,619	1,793	1,598	1,462
NEW HAMPSHIRE	248	466	522	665	1,040	1,303	1,589	1,622	1,588
NEW JERSEY	1,769	2,490	9,616	14,852	16,295	15,210	14,326	13,582	12,611
NEW MEXICO	387	635	640	1,204	2,054	2,777	3,174	3,182	3,155
NEW YORK	6,300	8,768	6,943	7,837	12,486	17,007	20,923	22,267	23,491
NORTH CAROLINA	1,398	2,619	5,881	8,118	9,873	10,662	11,156	10,918	9,879
NORTH DAKOTA	112	405	583	870	1,035	1,127	1,050	1,025	891
OHIO	404	1,082	6,884	11,944	16,333	18,669	19,246	17,547	15,501
OKLAHOMA	646	1,460	3,296	4,577	5,582	6,199	6,213	5,701	5,179
OREGON	42	269	946	1,969	3,162	4,621	5,082	4,893	4,464
PENNSYLVANIA	2,641	4,636	8,288	10,351	14,557	17,836	18,176	17,177	15,401
PUERTO RICO	470	1,047	1,637	923	1,312	1,967	2,384	2,809	2,913
RHODE ISLAND	250	481	700	1,083	1,391	1,664	1,754	1,807	1,581
SOUTH CAROLINA	684	2,255	4,954	6,262	6,982	6,880	6,660	6,354	5,843
SOUTH DAKOTA	277	586	1,084	1,214	1,408	1,363	1,260	1,107	903
TENNESSEE	280	1,404	5,361	7,748	8,602	8,436	8,455	8,372	7,933
TEXAS	2,852	6,603	12,473	19,316	24,768	27,242	29,513	28,399	26,564
UTAH	464	896	1,432	2,725	4,175	4,790	4,677	4,137	3,639
VERMONT	85	192	297	573	831	1,109	1,228	1,152	988
VIRGINIA	1,611	2,678	4,629	6,883	8,122	8,857	9,489	9,248	8,333
WASHINGTON	1,786	2,970	4,284	4,472	5,999	7,578	7,595	8,058	5,858
WEST VIRGINIA	265	613	1,896	2,556	3,106	3,457	3,599	3,232	3,185
WISCONSIN	1,557	3,444	4,764	5,023	5,698	5,827	5,954	6,011	5,640
WYOMING	298	432	423	587	891	1,040	1,052	953	835
AMERICAN SAMOA	11	15	16	32	37	47	50	26	20
GUAM	36	46	50	46	59	70	83	108	104
NORTHERN MARIANAS	4	10	7	4	4	7	9	16	12
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	18	25	35	61	66	90	86	89	114
BUR. OF INDIAN AFFAIRS	188	350	330	401	388	458	506	547	589
U.S. AND INSULAR AREAS	53,944	104,245	194,338	266,966	340,684	388,727	407,187	393,851	363,274
50 STATES, D.C. & P.R.	53,687	103,799	193,900	266,422	340,130	388,055	406,453	393,065	362,435

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TABLE AA16

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B
BY AGE YEAR

DURING SCHOOL YEAR 1989-90

ALL DISABILITIES

STATE	12 YEARS OLD	13 YEARS OLD	14 YEARS OLD	15 YEARS OLD	16 YEARS OLD	17 YEARS OLD	18 YEARS OLD	19 YEARS OLD	20 YEARS OLD
ALABAMA	7,232	6,713	6,849	6,717	5,972	5,507	4,014	1,838	696
ALASKA	744	692	631	588	553	519	330	96	56
ARIZONA	4,327	3,932	3,740	3,449	2,905	2,550	2,527	653	301
ARKANSAS	3,649	3,582	3,611	3,371	3,081	2,410	1,473	398	85
CALIFORNIA	36,633	32,551	28,903	25,421	21,998	18,948	10,591	3,659	1,857
COLORADO	4,299	3,933	3,924	3,329	2,793	2,347	1,505	449	120
CONNECTICUT	4,818	4,548	4,120	3,884	3,502	3,245	1,985	653	279
DELAWARE	714	657	642	652	519	474	305	90	5
DISTRICT OF COLUMBIA	253	298	299	284	207	159	130	65	17
FLORIDA	18,166	15,512	13,995	12,264	9,905	7,484	5,081	1,950	611
GEORGIA	7,968	6,961	6,479	5,837	4,876	3,809	2,461	857	315
HAWAII	1,096	958	861	835	780	642	241	56	10
IDAHO	1,462	1,257	1,160	1,039	883	737	477	153	66
ILLINOIS	13,586	13,311	12,315	12,110	11,055	9,868	5,581	1,283	374
INDIANA	7,494	6,890	6,652	6,260	4,919	4,387	2,832	766	138
IOWA	4,426	4,167	4,166	3,837	3,332	2,965	1,967	621	253
KANSAS	3,049	2,793	2,712	2,468	2,112	1,814	1,208	366	104
KENTUCKY	5,204	4,915	4,849	4,154	3,872	3,256	2,250	703	242
LOUISIANA	5,273	4,810	4,656	4,307	3,865	3,066	2,178	973	365
MAINE	2,128	1,886	1,785	1,632	1,512	1,227	806	255	24
MARYLAND	7,213	6,326	5,887	5,420	4,526	3,825	2,527	894	362
MASSACHUSETTS	10,775	9,920	9,542	9,331	8,585	7,335	4,232	1,088	352
MICHIGAN	11,744	10,611	10,304	9,851	8,645	7,207	4,929	1,425	468
MINNESOTA	5,934	5,610	5,683	5,247	4,900	4,106	2,097	634	350
MISSISSIPPI	4,336	3,921	3,982	3,872	3,633	3,022	2,067	629	152
MISSOURI	8,360	7,510	7,344	6,714	5,543	4,451	2,953	945	305
MONTANA	1,067	1,018	904	824	747	672	527	162	29
NEBRASKA	2,273	1,943	1,972	1,630	1,494	1,291	900	314	108
NEVADA	1,336	1,192	1,128	968	835	756	409	138	52
NEW HAMPSHIRE	1,568	1,343	1,362	1,307	1,096	942	619	139	39
NEW JERSEY	12,275	11,415	10,806	10,505	9,534	8,203	5,012	1,561	646
NEW MEXICO	2,969	2,810	2,526	2,263	1,882	1,683	1,092	357	132
NEW YORK	22,241	21,775	21,749	21,680	20,610	15,695	10,348	4,385	1,954
NORTH CAROLINA	9,452	8,141	7,416	6,864	5,585	4,472	3,116	1,075	357
NORTH DAKOTA	860	796	803	727	654	570	409	164	62
OHIO	14,906	13,201	12,912	12,112	11,347	10,257	7,003	1,884	443
OKLAHOMA	4,825	4,400	4,003	3,821	3,325	2,971	1,824	460	99
OREGON	3,853	3,583	3,294	2,907	2,409	2,049	1,290	432	95
PENNSYLVANIA	14,773	13,353	13,026	12,594	11,548	10,344	6,704	2,155	762
PUERTO RICO	3,003	2,973	3,094	2,784	2,410	1,924	1,463	936	747
RHODE ISLAND	1,642	1,385	1,315	1,332	1,167	1,041	604	175	88
SOUTH CAROLINA	5,590	5,003	4,610	4,370	3,844	2,986	1,796	765	332
SOUTH DAKOTA	870	807	814	738	636	545	433	124	32
TENNESSEE	7,610	6,980	6,772	6,429	5,862	4,721	3,046	1,224	437
TEXAS	25,574	23,860	22,752	20,721	18,284	15,048	10,863	4,219	1,434
UTAH	3,337	2,906	2,500	2,152	1,895	1,479	629	206	121
VERMONT	910	818	769	625	565	447	319	81	19
VIRGINIA	8,198	7,305	6,843	6,577	5,936	4,945	3,347	1,210	432
WASHINGTON	5,542	5,042	4,757	4,228	3,807	3,254	2,035	630	267
WEST VIRGINIA	3,222	3,066	3,133	3,131	2,760	2,431	1,578	481	205
WISCONSIN	5,615	5,278	5,345	5,255	5,042	4,664	2,867	893	324
WYOMING	741	667	617	598	465	452	293	116	44
AMERICAN SAMOA	14	14	12	11	17	10	7	2	1
GUAM	108	112	104	115	136	101	85	38	9
NORTHERN MARIANAS	17	13	17	8	13	5	2	0	2
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	110	112	112	116	99	95	35	18	13
BUR. OF INDIAN AFFAIRS	521	481	474	394	338	297	187	93	44
U.S. AND INSULAR AREAS	345,905	316,056	301,032	280,659	248,815	209,710	135,589	45,936	17,236
50 STATES, D.C. & P.R.	345,135	315,324	300,313	280,015	248,212	209,202	135,273	45,785	17,167

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TABLE AA16

NUMBER OF CHILDREN SERVED UNDER IDEA, PART B BY AGE YEAR

DURING SCHOOL YEAR 1989-90

ALL DISABILITIES

STATE	21 YEARS OLD
ALABAMA	278
ALASKA	20
ARIZONA	176
ARKANSAS	0
CALIFORNIA	1,504
COLORADO	20
CONNECTICUT	40
DELAWARE	1
DISTRICT OF COLUMBIA	8
FLORIDA	208
GEORGIA	78
HAWAII	1
IDAHO	7
ILLINOIS	41
INDIANA	28
IOWA	56
KANSAS	31
KENTUCKY	41
LOUISIANA	213
MAINE	0
MARYLAND	104
MASSACHUSETTS	227
MICHIGAN	386
MINNESOTA	33
MISSISSIPPI	21
MISSOURI	59
MONTANA	16
NEBRASKA	0
NEVADA	38
NEW HAMPSHIRE	0
NEW JERSEY	234
NEW MEXICO	42
NEW YORK	479
NORTH CAROLINA	72
NORTH DAKOTA	20
OHIO	164
OKLAHOMA	28
OREGON	32
PENNSYLVANIA	184
PUERTO RICO	472
RHODE ISLAND	12
SOUTH CAROLINA	117
SOUTH DAKOTA	5
TENNESSEE	267
TEXAS	728
UTAH	94
VERMONT	12
VIRGINIA	259
WASHINGTON	17
WEST VIRGINIA	118
WISCONSIN	71
WYOMING	1
AMERICAN SAMOA	0
GUAM	4
NORTHERN MARIANAS	0
TRUST TERRITORIES	.
VIRGIN ISLANDS	4
BUR. OF INDIAN AFFAIRS	11
U.S. AND INSULAR AREAS	7,082
50 STATES, D.C. & P.R.	7,063

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TABLE AA17

NUMBER AND CHANGE IN NUMBER OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B

ALL DISABILITIES

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1988-89	NUMBER SERVED 1989-90	CHANGE IN NUMBER SERVED 1976-77 - 1989-90	CHANGE IN NUMBER SERVED 1988-89 - 1989-90	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1989-90	PERCENTAGE CHANGE IN NUMBER SERVED 1988-89 - 1989-90
ALABAMA	53,987	103,211	100,195	46,208	-3,016	85.59	-2.92
ALASKA	9,597	13,392	14,135	4,538	743	47.29	5.55
ARIZONA	43,045	55,156	56,603	13,558	1,447	31.50	2.62
ARKANSAS	28,487	47,659	47,376	18,889	-283	66.31	-0.59
CALIFORNIA	332,291	430,522	448,747	116,456	18,225	35.05	4.23
COLORADO	47,943	53,017	55,022	7,079	2,005	14.77	3.78
CONNECTICUT	62,085	63,503	63,474	1,389	-29	2.24	-0.05
DELAWARE	14,307	13,908	13,726	-581	-182	-4.06	-1.31
DISTRICT OF COLUMBIA	9,261	7,213	6,153	-3,108	-1,060	-33.56	-14.70
FLORIDA	117,257	207,939	221,350	104,093	13,411	88.77	6.45
GEORGIA	85,209	94,065	98,479	13,270	4,414	15.57	4.69
HAWAII	10,544	12,255	12,825	2,281	570	21.63	4.65
IDAHO	14,573	19,436	21,846	7,273	2,410	49.91	12.40
ILLINOIS	229,797	235,654	249,158	19,361	13,504	8.43	5.73
INDIANA	87,644	109,838	112,118	24,474	2,280	27.92	2.08
IOWA	51,055	57,563	58,580	7,525	1,017	14.74	1.77
KANSAS	37,623	43,416	43,708	6,085	292	16.17	0.67
KENTUCKY	57,057	76,500	78,618	21,561	2,118	37.79	2.77
LOUISIANA	86,989	69,365	71,082	-15,907	1,717	-18.29	2.48
MAINE	23,701	27,908	28,190	4,489	282	18.94	1.01
MARYLAND	84,184	87,019	87,905	3,721	886	4.42	1.02
MASSACHUSETTS	131,992	149,770	152,325	20,333	2,555	15.40	1.71
MICHIGAN	153,113	160,917	163,130	10,017	2,213	6.54	1.38
MINNESOTA	72,136	81,565	80,071	7,935	-1,494	11.00	-1.83
MISSISSIPPI	29,219	59,180	59,900	30,681	720	105.00	1.22
MISSOURI	94,387	100,665	100,667	6,280	2	6.65	0.00
MONTANA	8,610	15,830	16,491	7,881	661	91.53	4.18
NEBRASKA	25,270	31,458	31,384	6,114	-74	24.19	-0.24
NEVADA	11,133	16,070	17,047	5,914	977	53.12	6.08
NEW HAMPSHIRE	9,916	17,685	19,242	9,326	1,557	94.05	8.80
NEW JERSEY	145,077	174,982	177,158	32,081	2,176	22.11	1.24
NEW MEXICO	15,149	31,605	33,216	18,067	1,611	119.26	5.10
NEW YORK	240,250	294,675	295,692	55,442	1,017	23.08	0.35
NORTH CAROLINA	98,035	113,922	119,573	21,538	5,651	21.97	4.96
NORTH DAKOTA	8,976	12,729	12,905	3,929	176	43.77	1.38
OHIO	168,314	200,527	200,623	32,309	96	19.20	0.05
OKLAHOMA	44,181	64,247	65,417	21,236	1,170	48.07	1.82
OREGON	37,258	49,079	55,919	18,661	6,840	50.09	13.94
PENNSYLVANIA	206,792	213,606	217,868	11,076	4,262	5.36	2.00
PUERTO RICO	11,200	36,243	36,197	24,997	-46	223.19	-0.13
RHODE ISLAND	15,971	20,172	20,468	4,497	296	28.16	1.47
SOUTH CAROLINA	72,357	76,148	76,965	4,608	817	6.37	1.07
SOUTH DAKOTA	9,936	14,414	14,625	4,689	211	47.19	1.46
TENNESSEE	99,251	100,171	101,194	1,943	1,023	1.96	1.02
TEXAS	233,552	324,056	335,481	101,929	11,425	43.64	3.53
UTAH	37,204	43,763	44,777	7,573	1,014	20.36	2.32
VERMONT	6,382	12,685	13,748	7,366	1,063	115.42	8.38
VIRGINIA	77,616	105,766	106,221	28,605	455	36.85	0.43
WASHINGTON	57,705	77,041	82,189	24,484	5,148	42.43	6.68
WEST VIRGINIA	30,135	45,034	43,840	13,705	-1,194	45.48	-2.65
WISCONSIN	58,019	79,743	82,695	24,676	2,952	42.53	3.70
WYOMING	7,261	10,919	10,865	3,604	-54	49.64	-0.49
AMERICAN SAMOA	139	334	397	258	63	185.61	18.86
GUAM	2,597	1,847	1,793	-804	-54	-30.96	-2.92
NORTHERN MARIANAS	.	890	212	.	-678	.	-76.18
TRUST TERRITORIES	1,120	421	.	.	.	.	.
VIRGIN ISLANDS	1,712	1,420	1,438	-274	18	-16.00	1.27
BUR. OF INDIAN AFFAIRS	.	.	6,597	.	.	.	.
U.S. AND INSULAR AREAS	3,708,601	4,568,118	4,687,620	979,019	119,502	26.40	2.62
50 STATES, D.C. & P.R.	3,703,033	4,563,206	4,677,183	974,150	113,977	26.31	2.50

THE FIGURES FOR YEARS PRIOR TO 1988-89 REPRESENT CHILDREN FROM BIRTH THROUGH AGE 20 SERVED UNDER CHAPTER 1 OF ECIA (SOP) AND CHILDREN AGE 3-21 SERVED UNDER IDEA, PART B. THE FIGURES FOR YEAR 1988-89 AND LATER REPRESENT CHILDREN FROM BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND CHILDREN AGE 3-21 SERVED UNDER IDEA, PART B.

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TABLE AA18

NUMBER AND CHANGE IN NUMBER OF CHILDREN BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP)

ALL DISABILITIES

STATE	NUMBER SERVED 1976-77	 1988-89	 1989-90	CHANGE IN NUMBER SERVED 1976-77 - 1989-90	 1988-89 - 1989-90	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1989-90	 1988-89 - 1989-90
ALABAMA	1,191	666	858	-333	192	-27.96	28.83
ALASKA	2,213	3,185	3,024	811	-161	36.65	-5.05
ARIZONA	1,178	1,483	1,589	411	106	34.89	7.15
ARKANSAS	3,776	3,449	3,427	-349	-22	-9.24	-0.64
CALIFORNIA	6,085	2,676	4,179	-1,906	1,503	-31.32	56.17
COLORADO	3,642	4,741	5,067	1,425	326	39.13	6.88
CONNECTICUT	2,670	4,054	3,986	1,316	-68	49.29	-1.68
DELAWARE	1,854	3,532	2,863	1,009	-669	54.42	-18.94
DISTRICT OF COLUMBIA	2,920	4,239	3,140	220	-1,099	7.53	-25.93
FLORIDA	5,716	7,929	7,956	2,240	27	39.19	0.34
GEORGIA	2,352	3,080	2,884	532	-196	22.62	-6.36
HAWAII	807	454	786	-21	332	-2.60	73.13
IDAHO	503	183	456	-47	273	-9.34	149.18
ILLINOIS	21,216	40,915	46,209	24,993	5,294	117.80	12.94
INDIANA	6,005	9,317	9,699	3,694	382	61.52	4.10
IOWA	1,282	1,367	1,458	176	91	13.73	6.66
KANSAS	1,818	2,501	2,733	915	232	50.33	9.28
KENTUCKY	2,661	3,459	3,444	783	-15	29.43	-0.43
LOUISIANA	5,061	4,197	4,034	-1,027	-163	-20.29	-3.88
MAINE	1,568	1,108	1,213	-355	105	-22.64	9.48
MARYLAND	3,895	1,775	1,779	-2,116	4	-54.33	0.23
MASSACHUSETTS	13,968	16,713	17,601	3,633	888	26.01	5.31
MICHIGAN	12,265	12,538	13,349	1,084	811	8.84	6.47
MINNESOTA	1,323	446	387	-936	-59	-70.75	-13.23
MISSISSIPPI	1,581	894	856	-725	-38	-45.86	-4.25
MISSOURI	4,017	2,529	2,666	-1,351	137	-33.63	5.42
MONTANA	516	762	780	264	18	51.16	2.36
NEBRASKA	521	299	276	-245	-23	-47.02	-7.69
NEVADA	975	599	587	-388	-12	-39.79	-2.00
NEW HAMPSHIRE	1,242	1,037	1,784	542	747	43.64	72.03
NEW JERSEY	7,553	6,194	6,216	-1,337	22	-17.70	0.36
NEW MEXICO	651	266	252	-399	-14	-61.29	-5.26
NEW YORK	19,615	35,342	28,754	9,139	-6,588	46.59	-18.64
NORTH CAROLINA	6,892	2,776	2,519	-4,373	-257	-63.45	-9.26
NORTH DAKOTA	504	717	742	238	25	47.22	3.49
OHIO	13,794	9,599	8,784	-5,010	-815	-36.32	-8.49
OKLAHOMA	1,521	959	808	-713	-151	-46.88	-15.75
OREGON	3,734	7,336	10,527	6,793	3,191	181.92	43.50
PENNSYLVANIA	13,773	23,152	23,362	9,589	210	69.62	0.91
PUERTO RICO	1,437	975	929	-508	-46	-35.35	-4.72
RHODE ISLAND	974	935	996	22	61	2.26	6.52
SOUTH CAROLINA	2,909	975	678	-2,231	-297	-76.69	-30.46
SOUTH DAKOTA	744	483	419	-325	-64	-43.68	-13.25
TENNESSEE	2,086	1,282	1,255	-831	-27	-39.84	-2.11
TEXAS	16,550	13,464	14,268	-2,282	804	-13.79	5.97
UTAH	1,141	2,496	2,523	1,382	27	121.12	1.08
VERMONT	2,298	2,765	2,728	430	-37	18.71	-1.34
VIRGINIA	3,568	1,304	1,319	-2,249	15	-63.03	1.15
WASHINGTON	2,927	3,944	4,010	1,083	66	37.00	1.67
WEST VIRGINIA	1,080	1,560	1,806	726	246	67.22	15.77
WISCONSIN	3,930	3,178	3,423	-507	245	-12.90	7.71
WYOMING	484	1,203	360	-124	-843	-25.62	-70.07
AMERICAN SAMOA	0	63	55	55	-8	100.00	-12.70
GUAM	275	379	379	104	0	37.82	0.00
NORTHERN MARIANAS	.	423	62	.	-361	.	-85.34
TRUST TERRITORIES	0	320	.	.	.	.	.
VIRGIN ISLANDS	571	156	140	-431	-16	-75.48	-10.26
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	223,832	262,373	266,384	42,552	4,011	19.01	1.53
50 STATES, D.C. & P.R.	222,986	261,032	265,748	42,762	4,716	19.18	1.81

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TABLE AA19

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 3-21 SERVED UNDER IDEA, PART B

ALL DISABILITIES

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1988-89	NUMBER SERVED 1989-90	CHANGE IN NUMBER SERVED 1976-77 - 1989-90	CHANGE IN NUMBER SERVED 1988-89 - 1989-90	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1989-90	PERCENTAGE CHANGE IN NUMBER SERVED 1988-89 - 1989-90
ALABAMA	52,796	102,545	99,337	46,541	-3,208	88.15	-3.13
ALASKA	7,384	10,207	11,111	3,727	904	50.47	8.86
ARIZONA	41,867	53,673	55,014	13,147	1,341	31.40	2.50
ARKANSAS	24,711	44,210	43,949	19,238	-261	77.85	-0.59
CALIFORNIA	326,206	427,846	444,568	118,362	16,722	36.28	3.91
COLORADO	44,301	48,276	49,955	5,654	1,679	12.76	3.48
CONNECTICUT	59,415	59,449	59,488	73	39	0.12	0.07
DELAWARE	12,453	10,376	10,863	-1,590	487	-12.77	4.69
DISTRICT OF COLUMBIA	6,341	2,974	3,013	-3,328	39	-52.48	1.31
FLORIDA	111,541	200,010	213,394	101,853	13,384	91.31	6.69
GEORGIA	82,857	90,985	95,595	12,738	4,610	15.37	5.07
HAWAII	9,737	11,801	12,039	2,302	238	23.64	2.02
IDAHO	14,070	19,253	21,390	7,320	2,137	52.03	11.10
ILLINOIS	208,581	194,739	202,949	-5,632	8,210	-2.70	4.22
INDIANA	81,639	100,521	102,419	20,780	1,898	25.45	1.89
IOWA	49,773	56,196	57,122	7,349	926	14.77	1.65
KANSAS	35,805	40,915	40,975	5,170	60	14.44	0.15
KENTUCKY	54,396	73,041	75,174	20,778	2,133	38.20	2.92
LOUISIANA	81,928	65,168	67,048	-14,880	1,880	-18.16	2.88
MAINE	22,133	26,800	26,977	4,844	177	21.89	0.66
MARYLAND	80,289	85,244	86,126	5,837	882	7.27	1.03
MASSACHUSETTS	118,024	133,057	134,724	16,700	1,667	14.15	1.25
MICHIGAN	140,848	148,379	149,781	8,933	1,402	6.34	0.94
MINNESOTA	70,813	81,119	79,684	8,871	-1,435	12.53	-1.77
MISSISSIPPI	27,638	58,286	59,044	31,406	758	113.63	1.30
MISSOURI	90,370	98,136	98,001	7,631	-135	8.44	-0.14
MONTANA	8,094	15,068	15,711	7,617	643	94.11	4.27
NEBRASKA	24,749	31,159	31,108	6,359	-51	25.69	-0.16
NEVADA	10,158	15,471	16,460	6,302	989	62.04	6.39
NEW HAMPSHIRE	8,674	16,648	17,458	8,784	810	101.27	4.87
NEW JERSEY	137,524	168,788	170,942	33,418	2,154	24.30	1.28
NEW MEXICO	14,498	31,339	32,964	18,466	1,625	127.37	5.19
NEW YORK	220,635	259,333	266,938	46,303	7,605	20.99	2.93
NORTH CAROLINA	91,143	111,146	117,054	25,911	5,908	28.43	5.32
NORTH DAKOTA	8,472	12,012	12,163	3,691	151	43.57	1.26
OHIO	154,520	190,928	191,839	37,319	911	24.15	0.48
OKLAHOMA	42,660	63,288	64,609	21,949	1,321	51.45	2.09
OREGON	33,524	41,743	45,392	11,868	3,649	35.40	8.74
PENNSYLVANIA	193,019	190,454	194,506	1,487	4,052	0.77	2.13
PUERTO RICO	9,763	35,268	35,268	25,505	0	261.24	0.00
RHODE ISLAND	14,997	19,237	19,472	4,475	235	29.84	1.22
SOUTH CAROLINA	69,448	75,173	76,287	6,839	1,114	9.85	1.48
SOUTH DAKOTA	9,192	13,931	14,206	5,014	275	54.55	1.97
TENNESSEE	97,165	98,889	99,939	2,774	1,050	2.85	1.06
TEXAS	217,002	310,592	321,213	104,211	10,621	48.02	3.42
UTAH	36,063	41,267	42,254	6,191	987	17.17	2.39
VERMONT	4,084	9,920	11,020	6,936	1,100	169.83	11.09
VIRGINIA	74,048	104,462	104,902	30,854	440	41.67	0.42
WASHINGTON	54,778	73,097	78,179	23,401	5,082	42.72	6.95
WEST VIRGINIA	29,055	43,474	42,034	12,979	-1,440	44.67	-3.31
WISCONSIN	54,089	76,565	79,272	25,183	2,707	46.56	3.54
WYOMING	6,777	9,716	10,505	3,728	789	55.01	8.12
AMERICAN SAMOA	139	271	342	203	71	146.04	26.20
GUAM	2,322	1,468	1,414	-908	-54	-39.10	-3.68
NORTHERN MARIANAS	.	467	150	.	-317	.	-67.88
TRUST TERRITORIES	1,120	101	.	.	.	.	.
VIRGIN ISLANDS	1,141	1,264	1,298	157	34	13.76	2.69
BUR. OF INDIAN AFFAIRS	.	.	6,597	.	.	.	.
U.S. AND INSULAR AREAS	3,484,769	4,305,745	4,421,236	936,467	115,491	26.87	2.68
50 STATES, D.C. & P.R.	3,480,047	4,302,174	4,411,435	931,388	109,261	26.76	2.54

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TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B

ALL DISABILITIES

	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
STATE	1976-77	1988-89	1989-90	1976-77 - 1989-90	1988-89 - 1989-90	1976-77 - 1989-90	1988-89 - 1989-90
ALABAMA	52,353	94,302	89,222	36,869	-5,080	70.42	-5.39
ALASKA	7,007	9,230	9,713	2,706	483	38.62	5.23
ARIZONA	41,123	50,610	51,436	10,313	826	25.08	1.63
ARKANSAS	24,264	41,109	40,236	15,972	-873	65.83	-2.12
CALIFORNIA	301,836	394,505	407,539	105,703	13,034	35.02	3.30
COLORADO	42,366	45,650	47,151	4,785	1,501	11.29	3.29
CONNECTICUT	58,171	54,860	54,669	-3,502	-191	-6.02	-0.35
DELAWARE	11,979	9,531	9,481	-2,498	-50	-20.85	-0.52
DISTRICT OF COLUMBIA	5,551	2,673	2,740	-2,811	67	-50.64	2.51
FLORIDA	106,268	188,734	200,838	94,570	12,104	88.99	6.41
GEORGIA	79,138	84,690	88,474	9,336	3,784	11.80	4.47
HAWAII	9,548	11,122	11,313	1,765	191	18.49	1.72
IDAHO	13,412	18,115	18,321	4,909	206	36.60	1.14
ILLINOIS	187,690	177,241	182,562	-5,128	5,321	-2.73	3.00
INDIANA	80,426	95,861	97,623	17,197	1,762	21.38	1.84
IOWA	45,929	51,059	52,030	6,101	971	13.28	1.90
KANSAS	33,230	37,948	38,056	4,826	108	14.52	0.28
KENTUCKY	52,926	65,306	66,108	13,182	802	24.91	1.23
LOUISIANA	77,169	59,418	60,991	-16,178	1,573	-20.96	2.65
MAINE	21,455	24,044	24,040	2,585	-4	12.05	-0.02
MARYLAND	79,144	78,667	79,167	23	500	0.03	0.64
MASSACHUSETTS	113,273	123,602	124,764	11,491	1,162	10.14	0.94
MICHIGAN	127,123	135,723	136,615	9,492	892	7.47	0.66
MINNESOTA	66,592	72,676	71,189	4,597	-1,487	6.90	-2.05
MISSISSIPPI	26,443	53,259	53,825	27,382	566	103.55	1.06
MISSOURI	84,525	93,829	94,095	9,570	266	11.32	0.28
MONTANA	7,645	13,710	14,250	6,605	540	86.40	3.94
NEBRASKA	22,256	28,493	28,531	6,275	38	28.19	0.13
NEVADA	9,395	14,516	15,444	6,049	928	64.39	6.39
NEW HAMPSHIRE	8,385	15,461	16,222	7,837	761	93.46	4.92
NEW JERSEY	132,769	155,236	157,067	24,298	1,831	18.30	1.18
NEW MEXICO	13,832	29,756	31,302	17,470	1,546	126.30	5.20
NEW YORK	214,522	242,693	244,927	30,405	2,234	14.17	0.92
NORTH CAROLINA	87,034	103,234	107,156	20,122	3,922	23.12	3.80
NORTH DAKOTA	8,070	10,889	11,063	2,993	174	37.09	1.60
OHIO	150,451	183,602	183,469	33,018	-133	21.95	-0.07
OKLAHOMA	39,898	57,971	59,207	19,309	1,236	48.40	2.13
OREGON	31,244	40,538	44,135	12,891	3,597	41.26	8.87
PENNSYLVANIA	182,012	177,115	178,941	-3,071	1,826	-1.69	1.03
PUERTO RICO	9,522	32,114	32,114	22,592	0	237.26	0.00
RHODE ISLAND	13,928	17,786	18,041	4,113	255	29.53	1.43
SOUTH CAROLINA	65,670	67,839	68,394	2,724	555	4.15	0.82
SOUTH DAKOTA	8,741	12,073	12,259	3,518	186	40.25	1.54
TENNESSEE	89,849	91,904	92,894	3,045	990	3.39	1.08
TEXAS	193,937	289,121	299,285	105,348	10,164	54.32	3.52
UTAH	34,585	38,909	39,462	4,877	553	14.10	1.42
VERMONT	3,549	9,423	10,446	6,897	1,023	194.34	10.86
VIRGINIA	69,817	95,409	95,984	26,167	575	37.48	0.60
WASHINGTON	53,248	64,845	69,139	15,891	4,294	29.84	6.62
WEST VIRGINIA	28,221	40,792	39,260	11,039	-1,532	39.12	-3.76
WISCONSIN	50,058	67,224	69,507	19,449	2,283	38.85	3.40
WYOMING	6,440	9,251	9,352	2,912	101	45.22	1.09
AMERICAN SAMOA	131	228	300	169	72	129.01	31.58
GUAM	2,279	1,286	1,282	-997	-4	-43.75	-0.31
NORTHERN MARIANAS	.	277	129	.	-148	.	-53.43
TRUST TERRITORIES	983	66	.	.	.	.	.
VIRGIN ISLANDS	1,141	1,160	1,220	79	60	6.92	5.17
BUR. OF INDIAN AFFAIRS	.	.	5,729	.	.	.	.
U.S. AND INSULAR AREAS	3,288,553	3,986,685	4,068,709	780,156	82,024	23.72	2.06
50 STATES, D.C. & P.R.	3,284,019	3,983,668	4,060,049	776,030	76,381	23.63	1.92

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TABLE AA20

NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21
SERVED UNDER IDEA, PART B

MENTAL RETARDATION

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1988-89	1989-90	1976-77 - 1989-90	1988-89 - 1989-90	1976-77 - 1989-90	1988-89 - 1989-90
ALABAMA	30,650	30,076	26,716	-3,934	-3,360	-12.84	-11.17
ALASKA	860	303	316	-544	13	-63.26	4.29
ARIZONA	7,821	4,204	4,912	-2,909	708	-37.19	16.84
ARKANSAS	11,538	9,903	9,499	-2,039	-404	-17.67	-4.08
CALIFORNIA	37,439	23,230	23,172	-14,267	-58	-38.11	-0.25
COLORADO	6,518	2,451	2,312	-4,206	-139	-64.53	-5.67
CONNECTICUT	8,479	3,568	3,447	-5,032	-121	-59.35	-3.39
DELAWARE	2,207	580	564	-1,643	-16	-74.44	-2.76
DISTRICT OF COLUMBIA	1,251	195	230	-1,021	35	-81.61	17.95
FLORIDA	29,603	20,801	21,567	-8,036	766	-27.15	3.68
GEORGIA	30,276	21,923	21,837	-8,439	-86	-27.87	-0.39
HAWAII	1,970	1,062	1,049	-921	-13	-46.75	-1.22
IDAHO	3,306	2,809	2,661	-645	-148	-19.51	-5.27
ILLINOIS	39,109	14,596	15,034	-24,075	438	-61.56	3.00
INDIANA	23,631	16,542	16,160	-7,471	-382	-31.62	-2.31
IOWA	11,588	10,377	10,158	-1,430	-219	-12.34	-2.11
KANSAS	7,709	5,340	5,199	-2,510	-141	-32.56	-2.64
KENTUCKY	20,566	17,505	17,560	-3,006	55	-14.62	0.31
LOUISIANA	20,419	9,122	9,353	-11,066	231	-54.19	2.53
MAINE	4,785	2,555	2,159	-2,626	-396	-54.88	-15.50
MARYLAND	15,269	5,000	5,132	-10,137	132	-66.39	2.64
MASSACHUSETTS	28,318	26,165	26,894	-1,424	729	-5.03	2.79
MICHIGAN	23,110	13,079	12,415	-10,695	-664	-46.28	-5.08
MINNESOTA	13,691	10,385	10,168	-3,523	-217	-25.73	-2.09
MISSISSIPPI	14,169	8,240	7,688	-6,481	-552	-45.74	-6.70
MISSOURI	21,845	13,050	12,158	-9,687	-892	-44.34	-6.84
MONTANA	1,784	1,093	1,062	-722	-31	-40.47	-2.84
NEBRASKA	7,046	4,236	4,125	-2,921	-111	-41.46	-2.62
NEVADA	1,188	1,075	1,112	-76	37	-6.40	3.44
NEW HAMPSHIRE	2,303	752	700	-1,603	-52	-69.60	-6.91
NEW JERSEY	17,791	4,802	4,513	-13,278	-289	-74.63	-6.02
NEW MEXICO	4,140	2,021	1,967	-2,173	-54	-52.49	-2.67
NEW YORK	45,211	18,767	17,363	-27,848	-1,404	-61.60	-7.48
NORTH CAROLINA	41,965	20,074	20,470	-21,495	396	-51.22	1.97
NORTH DAKOTA	1,601	1,351	1,288	-313	-63	-19.55	-4.66
OHIO	54,567	41,804	41,056	-13,511	-748	-24.76	-1.79
OKLAHOMA	11,579	11,101	11,062	-517	-39	-4.46	-0.35
OREGON	5,137	1,487	1,498	-3,639	11	-70.84	0.74
PENNSYLVANIA	49,093	29,757	28,603	-20,490	-1,154	-41.74	-3.88
PUERTO RICO	7,263	15,587	15,587	8,324	0	114.61	0.00
RHODE ISLAND	2,113	940	948	-1,165	8	-55.13	0.85
SOUTH CAROLINA	27,468	14,696	14,130	-13,338	-566	-48.56	-3.85
SOUTH DAKOTA	1,310	1,482	1,427	117	-55	8.93	-3.71
TENNESSEE	22,004	13,049	12,686	-9,318	-363	-42.35	-2.78
TEXAS	36,422	22,742	22,127	-14,295	-615	-39.25	-2.70
UTAH	4,436	3,054	2,992	-1,444	-62	-32.55	-2.03
VERMONT	83	581	721	638	140	768.67	24.10
VIRGINIA	20,244	12,873	12,450	-7,794	-423	-38.50	-3.29
WASHINGTON	9,383	6,777	6,779	-2,604	2	-27.75	0.03
WEST VIRGINIA	11,279	8,251	7,958	-3,321	-293	-29.44	-3.55
WISCONSIN	16,217	4,796	4,508	-11,709	-288	-72.20	-6.01
WYOMING	964	631	593	-371	-38	-38.49	-6.02
AMERICAN SAMOA	65	108	159	94	51	144.62	47.22
GUAM	512	359	227	-285	-132	-55.66	-36.77
NORTHERN MARIANAS	.	46	6	.	-40	.	-86.96
TRUST TERRITORIES	495	7	.	.	.	.	.
VIRGIN ISLANDS	500	569	457	-43	-112	-8.60	-19.68
BUR. OF INDIAN AFFAIRS	.	.	397	.	.	.	.
U.S. AND INSULAR AREAS	820,290	517,929	507,331	-312,959	-10,598	-38.15	-2.05
50 STATES, D.C. & P.R.	818,718	516,840	506,085	-312,633	-10,755	-38.19	-2.08

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NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1988-89	1989-90	1976-77 - 1989-90	1988-89 - 1989-90	1976-77 - 1989-90	1988-89 - 1989-90
ALABAMA	14,010	22,507	21,525	7,515	-982	53.64	-4.36
ALASKA	1,621	2,194	2,299	678	105	41.83	4.79
ARIZONA	11,282	11,403	10,461	-821	-942	-7.28	-8.26
ARKANSAS	6,856	6,695	6,868	12	173	0.18	2.58
CALIFORNIA	109,617	90,873	94,140	-15,477	3,267	-14.12	3.60
COLORADO	12,358	7,656	7,933	-4,425	277	-35.81	3.62
CONNECTICUT	15,914	8,994	8,957	-6,957	-37	-43.72	-0.41
DELAWARE	3,003	1,586	1,765	-1,238	179	-41.23	11.29
DISTRICT OF COLUMBIA	1,989	847	639	-1,350	-208	-67.87	-24.56
FLORIDA	33,035	58,148	60,858	27,823	2,710	84.22	4.66
GEORGIA	21,181	18,347	19,832	-1,349	1,485	-6.37	8.09
HAWAII	2,359	2,080	2,126	-233	46	-9.88	2.21
IDAHO	3,031	3,128	3,501	470	373	15.51	11.92
ILLINOIS	66,172	52,506	54,082	-12,090	1,576	-18.27	3.00
INDIANA	47,848	35,037	35,240	-12,608	203	-26.35	0.58
IOWA	14,698	9,293	9,198	-5,500	-95	-37.42	-1.02
KANSAS	13,378	10,715	10,399	-2,979	-316	-22.27	-2.95
KENTUCKY	20,579	21,207	20,958	379	-249	1.84	-1.17
LOUISIANA	39,980	18,172	17,913	-22,067	-259	-55.20	-1.43
MAINE	5,595	5,463	5,691	96	228	1.72	4.17
MARYLAND	29,678	24,221	22,722	-6,956	-1,499	-23.44	-6.19
MASSACHUSETTS	33,665	28,341	26,881	-6,784	-1,460	-20.15	-5.15
MICHIGAN	56,929	32,233	32,676	-24,253	443	-42.60	1.37
MINNESOTA	23,621	13,824	13,568	-10,053	-256	-42.56	-1.85
MISSISSIPPI	8,923	17,306	17,389	8,466	83	94.88	0.48
MISSOURI	32,199	25,010	24,649	-7,550	-361	-23.45	-1.44
MONTANA	2,336	3,465	3,677	1,341	212	57.41	6.12
NEBRASKA	8,319	7,513	7,649	-670	136	-8.05	1.81
NEVADA	2,743	3,011	3,335	592	324	21.58	10.76
NEW HAMPSHIRE	1,239	2,665	2,888	1,649	223	133.09	8.37
NEW JERSEY	65,675	49,286	48,444	-17,231	-842	-26.24	-1.71
NEW MEXICO	1,709	8,684	9,259	7,550	575	441.78	6.62
NEW YORK	59,238	20,457	20,116	-39,122	-341	-66.04	-1.67
NORTH CAROLINA	23,653	23,427	22,987	-666	-440	-2.82	-1.88
NORTH DAKOTA	3,706	3,452	3,605	-101	153	-2.73	4.43
OHIO	55,467	49,547	49,513	-5,954	-34	-10.73	-0.07
OKLAHOMA	11,955	15,471	15,660	3,705	189	30.99	1.22
OREGON	9,691	11,287	12,458	2,767	1,171	28.55	10.37
PENNSYLVANIA	91,348	50,441	51,337	-40,011	896	-43.80	1.78
PUERTO RICO	187	1,277	1,277	1,090	0	582.89	0.00
RHODE ISLAND	4,662	2,912	3,063	-1,599	151	-34.30	5.19
SOUTH CAROLINA	20,371	17,799	17,968	-2,403	169	-11.80	0.95
SOUTH DAKOTA	5,667	3,728	3,852	-1,815	124	-32.03	3.33
TENNESSEE	25,444	22,812	22,400	-3,044	-412	-11.96	-1.81
TEXAS	65,363	58,400	60,141	-5,222	1,741	-7.99	2.98
UTAH	5,951	7,370	7,213	1,262	-157	21.21	-2.13
VERMONT	1,405	2,729	3,024	1,619	295	115.23	10.81
VIRGINIA	27,267	22,551	22,241	-5,026	-310	-18.43	-1.37
WASHINGTON	24,001	12,227	12,773	-11,228	546	-46.78	4.47
WEST VIRGINIA	9,335	10,630	10,029	694	-601	7.43	-5.65
WISCONSIN	12,696	12,806	13,425	729	619	5.74	4.83
WYOMING	1,582	2,469	2,498	916	29	57.90	1.17
AMERICAN SAMOA	0	104	127	127	23	100.00	22.12
GUAM	481	117	110	-371	-7	-77.13	-5.98
NORTHERN MARIANAS	.	40	13	.	-27	.	-67.50
TRUST TERRITORIES	41	4	.	.	.	.	.
VIRGIN ISLANDS	325	237	277	-48	40	-14.77	16.88
BUR. OF INDIAN AFFAIRS	.	.	1,200	.	.	.	.
U.S. AND INSULAR AREAS	1,171,378	954,704	964,829	-206,549	10,125	-17.63	1.06
50 STATES, D.C. & P.R.	1,170,531	954,202	963,102	-207,429	8,900	-17.72	0.93

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VISUAL IMPAIRMENTS

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1988-89	NUMBER SERVED 1989-90	CHANGE IN NUMBER SERVED 1976-77 - 1989-90	CHANGE IN NUMBER SERVED 1988-89 - 1989-90	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1989-90	PERCENTAGE CHANGE IN NUMBER SERVED 1988-89 - 1989-90
ALABAMA	168	323	304	136	-19	80.95	-5.88
ALASKA	53	32	36	-17	4	-32.08	12.50
ARIZONA	187	152	251	64	99	34.22	65.13
ARKANSAS	94	108	60	-34	-48	-36.17	-44.44
CALIFORNIA	2,742	2,411	2,528	-214	117	-7.80	4.85
COLORADO	339	207	212	-127	5	-37.46	2.42
CONNECTICUT	520	22	15	-505	-7	-97.12	-31.82
DELAWARE	7	11	10	3	-1	42.86	-9.09
DISTRICT OF COLUMBIA	17	19	3	-14	-16	-82.35	-84.21
FLORIDA	574	614	697	123	83	21.43	13.52
GEORGIA	589	334	360	-229	26	-38.88	7.78
HAWAII	24	66	53	29	-13	120.83	-19.70
IDAHO	124	61	75	-49	14	-39.52	22.95
ILLINOIS	820	556	567	-253	11	-30.85	1.98
INDIANA	373	341	319	-54	-22	-14.48	-6.45
IOWA	106	123	139	33	16	31.13	13.01
KANSAS	217	167	163	-54	-4	-24.88	-2.40
KENTUCKY	309	342	367	58	25	18.77	7.31
LOUISIANA	272	319	355	83	36	30.51	11.29
MAINE	165	90	83	-82	-7	-49.70	-7.78
MARYLAND	475	326	311	-164	-15	-34.53	-4.60
MASSACHUSETTS	2,005	749	758	-1,247	9	-62.19	1.20
MICHIGAN	1,027	701	686	-341	-15	-33.20	-2.14
MINNESOTA	474	313	288	-186	-25	-39.24	-7.99
MISSISSIPPI	39	116	128	89	12	228.21	10.34
MISSOURI	444	243	254	-190	11	-42.79	4.53
MONTANA	108	71	62	-46	-9	-42.59	-12.68
NEBRASKA	99	160	168	69	8	69.70	5.00
NEVADA	66	68	78	12	10	18.18	14.71
NEW HAMPSHIRE	101	14	10	-91	-4	-90.10	-28.57
NEW JERSEY	561	99	113	-448	14	-79.86	14.14
NEW MEXICO	79	118	126	47	8	59.49	6.78
NEW YORK	3,618	1,009	987	-2,631	-22	-72.72	-2.18
NORTH CAROLINA	522	512	534	12	22	2.30	4.30
NORTH DAKOTA	36	45	46	10	1	27.78	2.22
OHIO	941	759	764	-177	5	-18.81	0.66
OKLAHOMA	114	162	180	66	18	57.89	11.11
OREGON	264	22	65	-199	43	-75.38	195.45
PENNSYLVANIA	2,661	971	1,023	-1,638	52	-61.56	5.36
PUERTO RICO	70	584	584	514	0	734.29	0.00
RHODE ISLAND	72	60	65	-7	5	-9.72	8.33
SOUTH CAROLINA	713	363	329	-384	-34	-53.86	-9.37
SOUTH DAKOTA	13	36	43	30	7	230.77	19.44
TENNESSEE	751	776	727	-24	-49	-3.20	-6.31
TEXAS	1,054	1,497	1,484	430	-13	40.80	-0.87
UTAH	140	93	114	-26	21	-18.57	22.58
VERMONT	26	35	32	6	-3	23.08	-8.57
VIRGINIA	495	91	142	-353	51	-71.31	56.04
WASHINGTON	776	211	232	-544	21	-70.10	9.95
WEST VIRGINIA	235	130	140	-95	10	-40.43	7.69
WISCONSIN	373	176	179	-194	3	-52.01	1.70
WYOMING	163	52	56	-107	4	-65.64	7.69
AMERICAN SAMOA	3	0	0	-3	0	-100.00	.
GUAM	8	0	0	-8	0	-100.00	.
NORTHERN MARIANAS	.	1	0	.	-1	.	-100.00
TRUST TERRITORIES	39	3	.	.	.	.	.
VIRGIN ISLANDS	11	14	22	11	8	100.00	57.14
BUR. OF INDIAN AFFAIRS	.	.	30	.	.	.	.
U.S. AND INSULAR AREAS	26,276	16,878	17,357	-8,919	479	-33.94	2.84
50 STATES, D.C. & P.R.	26,215	16,860	17,305	-8,910	445	-33.99	2.64

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SERIOUS EMOTIONAL DISTURBANCE

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1988-89	NUMBER SERVED 1989-90	CHANGE IN NUMBER SERVED 1976-77 - 1989-90	CHANGE IN NUMBER SERVED 1988-89 - 1989-90	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1989-90	PERCENTAGE CHANGE IN NUMBER SERVED 1988-89 - 1989-90
ALABAMA	803	6,124	5,688	4,885	-436	608.34	-7.12
ALASKA	234	517	492	258	-25	110.26	-4.84
ARIZONA	3,576	3,347	3,145	-431	-202	-12.05	-6.04
ARKANSAS	185	317	251	66	-66	35.68	-20.82
CALIFORNIA	20,766	11,099	11,515	-9,251	416	-44.55	3.75
COLORADO	4,434	8,415	8,376	3,942	-39	88.90	-0.46
CONNECTICUT	9,969	10,695	10,378	409	-317	4.10	-2.96
DELAWARE	2,366	1,133	1,015	-1,351	-118	-57.10	-10.41
DISTRICT OF COLUMBIA	447	76	78	-369	2	-82.55	2.63
FLORIDA	7,009	21,303	22,775	15,766	1,472	224.94	6.91
GEORGIA	8,271	16,902	17,593	9,322	691	112.71	4.09
HAWAII	136	717	806	670	89	492.65	12.41
IDAHO	505	436	466	-39	30	-7.72	6.88
ILLINOIS	24,803	11,813	12,169	-12,634	356	-50.94	3.01
INDIANA	1,073	4,190	4,584	3,511	394	327.21	9.40
IOWA	1,520	6,328	6,496	4,976	168	327.37	2.65
KANSAS	1,626	3,909	4,149	2,523	240	155.17	6.14
KENTUCKY	1,448	2,640	2,852	1,404	212	96.96	8.03
LOUISIANA	3,257	3,366	3,532	275	166	8.44	4.93
MAINE	2,501	3,549	3,570	1,069	21	42.74	0.59
MARYLAND	2,906	3,466	4,130	1,224	664	42.12	19.16
MASSACHUSETTS	19,676	17,029	17,631	-2,045	602	-10.39	3.54
MICHIGAN	11,947	17,040	16,221	4,274	-819	35.77	-4.81
MINNESOTA	4,237	10,590	11,245	7,008	655	165.40	6.19
MISSISSIPPI	38	234	233	195	-1	513.16	-0.43
MISSOURI	4,723	8,025	8,224	3,501	199	74.13	2.48
MONTANA	280	622	683	403	61	143.93	9.81
NEBRASKA	892	2,383	2,309	1,417	-74	158.86	-3.11
NEVADA	280	858	918	638	60	227.86	6.99
NEW HAMPSHIRE	465	1,547	1,688	1,223	141	263.01	9.11
NEW JERSEY	10,421	13,461	13,472	3,051	11	29.28	0.08
NEW MEXICO	1,225	3,074	3,055	1,830	-19	149.39	-0.62
NEW YORK	40,906	35,253	34,957	-5,949	-296	-14.54	-0.84
NORTH CAROLINA	1,420	8,422	9,009	7,589	587	534.44	6.97
NORTH DAKOTA	164	427	460	296	33	180.49	7.73
OHIO	1,574	7,449	7,784	6,210	335	394.54	4.50
OKLAHOMA	402	1,338	1,401	999	63	248.51	4.71
OREGON	2,096	2,072	2,343	247	271	11.78	13.08
PENNSYLVANIA	7,168	14,263	14,587	7,419	324	103.50	2.27
PUERTO RICO	306	884	884	578	0	188.89	0.00
RHODE ISLAND	887	1,293	1,310	423	17	47.69	1.31
SOUTH CAROLINA	3,961	5,955	5,650	1,689	-305	42.64	-5.12
SOUTH DAKOTA	110	426	424	314	-2	285.45	-0.47
TENNESSEE	1,936	2,041	2,169	233	128	12.04	6.27
TEXAS	8,127	23,485	24,681	16,554	1,196	203.69	5.09
UTAH	10,030	8,988	8,458	-1,572	-530	-15.67	-5.90
VERMONT	38	593	731	693	138	1,823.68	23.27
VIRGINIA	3,205	7,623	7,734	4,529	111	141.31	1.46
WASHINGTON	5,721	4,122	4,327	-1,394	205	-24.37	4.97
WEST VIRGINIA	585	2,221	2,181	1,596	-40	272.82	-1.80
WISCONSIN	4,299	9,826	10,331	6,032	505	140.31	5.14
WYOMING	389	532	547	158	15	40.62	2.82
AMERICAN SAMOA	0	0	0	0	0	.	.
GUAM	23	0	1	-22	1	-95.65	100.00
NORTHERN MARIANAS	.	2	2	.	0	.	0.00
TRUST TERRITORIES	70	0	.	.	.	.	.
VIRGIN ISLANDS	45	36	30	-15	-6	-33.33	-16.67
BUR. OF INDIAN AFFAIRS	.	.	319	.	.	.	.
U.S. AND INSULAR AREAS	245,481	332,456	340,059	94,578	7,603	38.53	2.29
50 STATES, D.C. & P.R.	245,343	332,418	339,707	94,364	7,289	38.46	2.19

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ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1988-89	1989-90	1976-77 - 1989-90	1988-89 - 1989-90	1976-77 - 1989-90	1988-89 - 1989-90
ALABAMA	591	535	493	-98	-42	-16.58	-7.85
ALASKA	34	74	71	37	-3	108.82	-4.05
ARIZONA	300	433	512	212	79	70.67	18.24
ARKANSAS	165	77	86	-79	9	-47.88	11.69
CALIFORNIA	25,136	6,596	6,839	-18,297	243	-72.79	3.68
COLORADO	1,478	638	652	-826	14	-55.89	2.19
CONNECTICUT	924	240	228	-696	-12	-75.32	-5.00
DELAWARE	9	22	33	24	11	266.67	50.00
DISTRICT OF COLUMBIA	10	6	8	-2	2	-20.00	33.33
FLORIDA	1,809	2,047	2,413	604	366	33.39	17.88
GEORGIA	599	728	606	7	-122	1.17	-16.76
HAWAII	16	192	122	106	-70	662.50	-36.46
IDAHO	555	312	227	-328	-85	-59.10	-27.24
ILLINOIS	955	958	988	33	30	3.46	3.13
INDIANA	545	395	424	-121	29	-22.20	7.34
IOWA	338	939	975	637	36	188.46	3.83
KANSAS	255	381	339	84	-42	32.94	-11.02
KENTUCKY	385	390	385	0	-5	0.00	-1.28
LOUISIANA	349	748	837	488	89	139.83	11.90
MAINE	250	218	171	-79	-47	-31.60	-21.56
MARYLAND	755	555	520	-235	-35	-31.13	-6.31
MASSACHUSETTS	4,339	1,372	1,052	-3,287	-320	-75.75	-23.32
MICHIGAN	3,050	3,597	3,682	632	85	20.72	2.36
MINNESOTA	818	1,159	1,185	367	26	44.87	2.24
MISSISSIPPI	51	615	756	705	141	1,382.35	22.93
MISSOURI	1,005	726	718	-287	-8	-28.56	-1.10
MONTANA	56	96	106	50	10	89.29	10.42
NEBRASKA	231	642	351	120	-291	51.95	-45.33
NEVADA	163	209	251	88	42	53.99	20.10
NEW HAMPSHIRE	152	123	127	-25	4	-16.45	3.25
NEW JERSEY	1,644	494	513	-1,131	19	-68.80	3.85
NEW MEXICO	342	510	553	211	43	61.70	8.43
NEW YORK	4,235	1,004	1,079	-3,156	75	-74.52	7.47
NORTH CAROLINA	647	859	854	207	-5	31.99	-0.58
NORTH DAKOTA	65	82	69	4	-13	6.15	-15.85
OHIO	2,605	3,596	3,620	1,015	24	38.96	0.67
OKLAHOMA	431	274	279	-152	5	-35.27	1.82
OREGON	548	483	505	-43	22	-7.85	4.55
PENNSYLVANIA	2,537	758	708	-1,829	-50	-72.09	-6.60
PUERTO RICO	86	324	324	238	0	276.74	0.00
RHODE ISLAND	160	129	141	-19	12	-11.87	9.30
SOUTH CAROLINA	752	719	738	-14	19	-1.86	2.64
SOUTH DAKOTA	93	109	112	19	3	20.43	2.75
TENNESSEE	1,111	904	958	-153	54	-13.77	5.97
TEXAS	6,257	3,487	3,533	-2,724	46	-43.54	1.32
UTAH	245	200	186	-59	-14	-24.08	-7.00
VERMONT	15	68	79	64	11	426.67	16.18
VIRGINIA	787	644	668	-119	24	-15.12	3.73
WASHINGTON	1,288	814	910	-378	96	-29.35	11.79
WEST VIRGINIA	333	278	279	-54	1	-16.22	0.36
WISCONSIN	987	385	410	-577	25	-58.46	6.49
WYOMING	75	146	140	65	-6	86.67	-4.11
AMERICAN SAMOA	0	0	0	0	0	.	.
GUAM	2	21	22	20	1	1,000.00	4.76
NORTHERN MARIANAS	.	25	5	.	-20	.	-80.00
TRUST TERRITORIES	4	4	.	.	.	.	.
VIRGIN ISLANDS	21	5	4	-17	-1	-80.95	-20.00
BUR. OF INDIAN AFFAIRS	.	.	18	.	.	.	.
U.S. AND INSULAR AREAS	70,593	41,345	41,864	-28,729	519	-40.70	1.26
50 STATES, D.C. & P.R.	70,566	41,290	41,815	-28,751	525	-40.74	1.27

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NUMBER AND CHANGE IN NUMBER OF CHILDREN AGE 6-21 SERVED UNDER IDEA, PART B

OTHER HEALTH IMPAIRMENTS

STATE	NUMBER SERVED 1976-77	 1988-89	 1989-90	CHANGE IN NUMBER SERVED 1976-77 - 1989-90	 1988-89 - 1989-90	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1989-90	 1988-89 - 1989-90
ALABAMA	392	734	716	324	-18	82.65	-2.45
ALASKA	68	105	128	60	23	88.24	21.90
ARIZONA	427	346	90	-337	-256	-78.92	-73.99
ARKANSAS	207	221	313	106	92	51.21	41.63
CALIFORNIA	27,198	11,625	11,510	-15,688	-115	-57.68	-0.99
COLORADO	0	0	0	0	0	.	.
CONNECTICUT	2,149	313	364	-1,785	51	-83.06	16.29
DELAWARE	15	37	60	45	23	300.00	62.16
DISTRICT OF COLUMBIA	45	1	0	-45	-1	-100.00	-100.00
FLORIDA	1,187	2,490	2,624	1,437	134	121.06	5.38
GEORGIA	1,271	339	440	-831	101	-65.38	29.79
HAWAII	16	120	177	161	57	1,006.25	47.50
IDAHO	103	520	228	125	-292	121.36	-56.15
ILLINOIS	2,681	1,221	1,256	-1,425	35	-53.15	2.87
INDIANA	697	77	104	-593	27	-85.08	35.06
IOWA	1	0	0	-1	0	-100.00	.
KANSAS	310	202	369	59	167	19.03	82.67
KENTUCKY	1,521	244	261	-1,260	17	-82.84	6.97
LOUISIANA	1,523	1,248	1,447	-76	199	-4.99	15.95
MAINE	644	276	246	-398	-30	-61.80	-10.87
MARYLAND	93	852	975	882	123	948.39	14.44
MASSACHUSETTS	2,288	1,744	1,517	-771	-227	-33.70	-13.02
MICHIGAN	1,338	107	137	-1,201	30	-89.76	28.04
MINNESOTA	1,348	378	465	-883	87	-65.50	23.02
MISSISSIPPI	149	0	0	-149	0	-100.00	.
MISSOURI	1,284	427	292	-992	-135	-77.26	-31.62
MONTANA	85	176	200	115	24	135.29	13.64
NEBRASKA	43	360	426	383	66	890.70	18.33
NEVADA	176	105	115	-61	10	-34.66	9.52
NEW HAMPSHIRE	807	287	353	-454	66	-56.26	23.00
NEW JERSEY	1,896	487	494	-1,402	7	-73.95	1.44
NEW MEXICO	22	75	129	107	54	486.36	72.00
NEW YORK	23,321	2,447	2,789	-20,532	342	-88.04	13.98
NORTH CAROLINA	401	2,005	2,117	1,716	112	427.93	5.59
NORTH DAKOTA	45	66	62	17	-4	37.78	-6.06
OHIO	724	0	0	-724	0	-100.00	.
OKLAHOMA	193	136	161	-32	25	-16.58	18.38
OREGON	2,090	670	723	-1,367	53	-65.41	7.91
PENNSYLVANIA	5,914	0	0	-5,914	0	-100.00	.
PUERTO RICO	50	710	710	660	0	1,320.00	0.00
RHODE ISLAND	1,429	236	204	-1,225	-32	-85.72	-13.56
SOUTH CAROLINA	530	145	150	-380	5	-71.70	3.45
SOUTH DAKOTA	310	80	64	-246	-16	-79.35	-20.00
TENNESSEE	2,106	1,808	1,793	-313	-15	-14.86	-0.83
TEXAS	26,246	8,454	9,138	-17,108	684	-65.18	8.09
UTAH	206	314	369	163	55	79.13	17.52
VERMONT	31	103	136	105	33	338.71	32.04
VIRGINIA	764	481	627	-137	146	-17.93	30.35
WASHINGTON	554	3,286	4,081	3,527	795	636.64	24.19
WEST VIRGINIA	400	49	169	-231	120	-57.75	244.90
WISCONSIN	462	200	239	-223	39	-48.27	19.50
WYOMING	107	220	225	118	5	110.28	2.27
AMERICAN SAMOA	3	0	0	-3	0	-100.00	.
GUAM	20	10	13	-7	3	-35.00	30.00
NORTHERN MARIANAS	.	3	1	.	-2	.	-66.67
TRUST TERRITORIES	26	3	.	.	.	.	.
VIRGIN ISLANDS	0	12	6	6	-6	100.00	-50.00
BUR. OF INDIAN AFFAIRS	.	.	20	.	.	.	.
U.S. AND INSULAR AREAS	115,916	46,555	49,233	-66,683	2,678	-57.53	5.75
50 STATES, D.C. & P.R.	115,867	46,527	49,193	-66,674	2,666	-57.54	5.73

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SPECIFIC LEARNING DISABILITIES

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1988-89	NUMBER SERVED 1989-90	CHANGE IN NUMBER SERVED 1976-77 - 1989-90	CHANGE IN NUMBER SERVED 1988-89 - 1989-90	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1989-90	PERCENTAGE CHANGE IN NUMBER SERVED 1988-89 - 1989-90
ALABAMA	5,407	32,292	32,130	26,723	-162	494.23	-0.50
ALASKA	3,873	5,667	5,987	2,114	320	54.58	5.65
ARIZONA	17,161	28,992	30,279	13,118	1,287	76.44	4.44
ARKANSAS	5,061	23,096	22,586	17,525	-510	346.28	-2.21
CALIFORNIA	73,416	237,344	246,205	172,789	8,861	235.36	3.73
COLORADO	16,360	23,528	24,791	8,431	1,263	51.53	5.37
CONNECTICUT	19,065	29,767	29,955	10,890	188	57.12	0.63
DELAWARE	4,345	6,014	5,932	1,587	-82	36.52	-1.36
DISTRICT OF COLUMBIA	1,591	1,497	1,733	142	236	8.93	15.76
FLORIDA	31,687	82,185	88,896	57,209	6,711	180.54	8.17
GEORGIA	15,558	25,393	27,029	11,471	1,636	73.73	6.44
HAWAII	4,867	6,511	6,642	1,775	131	36.47	2.01
IDAHO	5,551	10,449	10,907	5,356	458	96.49	4.38
ILLINOIS	51,644	94,529	97,367	45,723	2,838	88.53	3.00
INDIANA	5,381	38,273	39,770	34,389	1,497	639.08	3.91
IOWA	17,173	22,796	23,839	6,666	1,043	38.82	4.58
KANSAS	8,240	16,472	16,668	8,428	196	102.28	1.19
KENTUCKY	7,399	21,665	22,449	15,050	784	203.41	3.62
LOUISIANA	10,662	25,085	26,157	15,495	1,072	145.33	4.27
MAINE	7,125	10,922	11,103	3,978	181	55.83	1.66
MARYLAND	28,938	40,922	41,770	12,832	848	44.34	2.07
MASSACHUSETTS	17,795	43,591	45,775	27,980	2,184	157.24	5.01
MICHIGAN	27,226	66,660	68,437	41,211	1,777	151.37	2.67
MINNESOTA	21,236	34,681	32,891	11,655	-1,790	54.88	-5.16
MISSISSIPPI	2,728	26,247	27,051	24,323	804	891.61	3.06
MISSOURI	21,988	45,152	46,587	24,599	1,435	111.87	3.18
MONTANA	2,765	7,771	8,040	5,275	269	190.78	3.46
NEBRASKA	5,360	12,410	12,637	7,277	227	135.76	1.83
NEVADA	4,646	8,784	9,200	4,554	416	98.02	4.74
NEW HAMPSHIRE	3,059	9,915	10,308	7,249	393	236.97	3.96
NEW JERSEY	32,680	79,905	82,551	49,871	2,646	152.60	3.31
NEW MEXICO	6,137	14,385	15,180	9,043	795	147.35	5.53
NEW YORK	33,880	156,850	160,259	126,379	3,409	373.02	2.17
NORTH CAROLINA	17,501	45,784	48,922	31,421	3,138	179.54	6.85
NORTH DAKOTA	2,378	5,353	5,410	3,032	57	127.50	1.06
OHIO	32,334	74,248	74,068	41,734	-180	129.07	-0.24
OKLAHOMA	14,776	28,006	28,873	14,097	867	95.40	3.10
OREGON	10,905	24,395	26,368	15,463	1,973	141.80	8.09
PENNSYLVANIA	19,451	78,680	80,438	60,987	1,758	313.54	2.23
PUERTO RICO	972	10,015	10,015	9,043	0	930.35	0.00
RHODE ISLAND	4,430	12,013	12,094	7,664	81	173.00	0.67
SOUTH CAROLINA	10,777	27,092	28,246	17,469	1,154	162.10	4.26
SOUTH DAKOTA	1,166	5,633	5,784	4,618	151	396.05	2.68
TENNESSEE	34,923	47,684	49,832	14,909	2,148	42.69	4.50
TEXAS	48,469	166,873	173,936	125,467	7,063	258.86	4.23
UTAH	13,194	17,628	18,900	5,706	1,272	43.25	7.22
VERMONT	1,925	5,189	5,567	3,642	378	189.19	7.28
VIRGINIA	15,928	49,289	50,192	34,264	903	215.12	1.83
WASHINGTON	10,016	34,684	36,959	26,943	2,275	269.00	6.56
WEST VIRGINIA	5,713	18,974	18,230	12,517	-744	219.10	-3.92
WISCONSIN	14,199	23,171	23,723	9,524	552	67.08	2.38
WYOMING	3,034	5,056	5,168	2,134	112	70.34	2.22
AMERICAN SAMOA	37	0	0	-37	0	-100.00	.
GUAM	148	779	909	761	130	514.19	16.69
NORTHERN MARIANAS	.	123	79	.	-44	.	-35.77
TRUST TERRITORIES	257	32	.	.	.	.	.
VIRGIN ISLANDS	176	254	381	205	127	116.48	50.00
BUR. OF INDIAN AFFAIRS	.	.	3,515	.	.	.	.
U.S. AND INSULAR AREAS	782,713	1,970,705	2,038,720	1,256,007	68,015	160.47	3.45
50 STATES, D.C. & P.R.	782,095	1,969,517	2,033,836	1,251,741	64,319	160.05	3.27

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DEAF-BLINDNESS

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1988-89	1989-90	1976-77 - 1989-90	1988-89 - 1989-90	1976-77 - 1989-90	1988-89 - 1989-90
ALABAMA	.	13	6	.	-7	.	-53.85
ALASKA	.	1	1	.	0	.	0.00
ARIZONA	.	0	0	.	0	.	.
ARKANSAS	.	50	9	.	-41	.	-82.00
CALIFORNIA	.	112	112	.	0	.	0.00
COLORADO	.	9	11	.	2	.	22.22
CONNECTICUT	.	11	13	.	2	.	18.18
DELAWARE	.	1	0	.	-1	.	-100.00
DISTRICT OF COLUMBIA	.	0	0	.	0	.	.
FLORIDA	.	17	52	.	35	.	205.88
GEORGIA	.	3	6	.	3	.	100.00
HAWAII	.	5	2	.	-3	.	-60.00
IDAHO	.	0	0	.	0	.	.
ILLINOIS	.	1	1	.	0	.	0.00
INDIANA	.	29	31	.	2	.	6.90
IOWA	.	12	15	.	3	.	25.00
KANSAS	.	24	0	.	-24	.	-100.00
KENTUCKY	.	4	7	.	3	.	75.00
LOUISIANA	.	6	2	.	-4	.	-66.67
MAINE	.	5	11	.	6	.	120.00
MARYLAND	.	10	16	.	6	.	60.00
MASSACHUSETTS	.	125	62	.	-63	.	-50.40
MICHIGAN	.	0	0	.	0	.	.
MINNESOTA	.	21	15	.	-6	.	-28.57
MISSISSIPPI	.	2	4	.	2	.	100.00
MISSOURI	.	49	61	.	12	.	24.49
MONTANA	.	6	2	.	-4	.	-66.67
NEBRASKA	.	3	3	.	0	.	0.00
NEVADA	.	2	1	.	-1	.	-50.00
NEW HAMPSHIRE	.	0	0	.	0	.	.
NEW JERSEY	.	1	1	.	0	.	0.00
NEW MEXICO	.	7	75	.	68	.	971.43
NEW YORK	.	24	60	.	36	.	150.00
NORTH CAROLINA	.	4	6	.	2	.	50.00
NORTH DAKOTA	.	0	0	.	0	.	.
OHIO	.	4	4	.	0	.	0.00
OKLAHOMA	.	33	28	.	-5	.	-15.15
OREGON	.	0	0	.	0	.	.
PENNSYLVANIA	.	5	2	.	-3	.	-60.00
PUERTO RICO	.	59	59	.	0	.	0.00
RHODE ISLAND	.	2	4	.	2	.	100.00
SOUTH CAROLINA	.	10	5	.	-5	.	-50.00
SOUTH DAKOTA	.	9	17	.	8	.	88.89
TENNESSEE	.	11	12	.	1	.	9.09
TEXAS	.	26	22	.	-4	.	-15.38
UTAH	.	18	22	.	4	.	22.22
VERMONT	.	6	2	.	-4	.	-66.67
VIRGINIA	.	4	6	.	2	.	50.00
WASHINGTON	.	13	35	.	22	.	169.23
WEST VIRGINIA	.	0	4	.	4	.	100.00
WISCONSIN	.	9	5	.	-4	.	-44.44
WYOMING	.	2	1	.	-1	.	-50.00
AMERICAN SAMOA	.	0	0	.	0	.	.
GUAM	.	0	0	.	0	.	.
NORTHERN MARIANAS	.	3	0	.	-3	.	-100.00
TRUST TERRITORIES	.	0	.	.	.	.	.
VIRGIN ISLANDS	.	0	0	.	0	.	.
BUR. OF INDIAN AFFAIRS	.	.	0	.	.	.	.
U.S. AND INSULAR AREAS	.	771	813	.	42	.	5.45
50 STATES, D.C. & P.R.	.	768	813	.	45	.	5.86

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MULTIPLE DISABILITIES

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1988-89	1989-90	1976-77 - 1989-90	1988-89 - 1989-90	1976-77 - 1989-90	1988-89 - 1989-90
ALABAMA	.	962	919	.	-43	.	-4.47
ALASKA	.	236	277	.	41	.	17.37
ARIZONA	.	1,164	1,209	.	45	.	3.87
ARKANSAS	.	300	259	.	-41	.	-13.67
CALIFORNIA	.	5,298	5,472	.	174	.	3.28
COLORADO	.	2,104	2,226	.	122	.	5.80
CONNECTICUT	.	714	771	.	57	.	7.98
DELAWARE	.	74	24	.	-50	.	-67.57
DISTRICT OF COLUMBIA	.	14	5	.	-9	.	-64.29
FLORIDA	.	0	0	.	0	.	.
GEORGIA	.	0	0	.	0	.	.
HAWAII	.	136	119	.	-17	.	-12.50
IDAHO	.	202	8	.	-194	.	-96.04
ILLINOIS	.	0	0	.	0	.	.
INDIANA	.	322	321	.	-1	.	-0.31
IOWA	.	569	575	.	6	.	1.05
KANSAS	.	335	352	.	17	.	5.07
KENTUCKY	.	794	784	.	-10	.	-1.26
LOUISIANA	.	484	508	.	24	.	4.96
MAINE	.	735	772	.	37	.	5.03
MARYLAND	.	2,487	2,738	.	251	.	10.09
MASSACHUSETTS	.	2,740	2,631	.	-109	.	-3.98
MICHIGAN	.	46	133	.	87	.	189.13
MINNESOTA	.	149	156	.	7	.	4.70
MISSISSIPPI	.	219	256	.	37	.	16.89
MISSOURI	.	401	418	.	17	.	4.24
MONTANA	.	282	287	.	5	.	1.77
NEBRASKA	.	372	405	.	33	.	8.87
NEVADA	.	266	289	.	23	.	8.65
NEW HAMPSHIRE	.	98	98	.	0	.	0.00
NEW JERSEY	.	5,642	5,914	.	272	.	4.82
NEW MEXICO	.	590	596	.	6	.	1.02
NEW YORK	.	4,842	5,166	.	324	.	6.69
NORTH CAROLINA	.	904	924	.	20	.	2.21
NORTH DAKOTA	.	0	0	.	0	.	.
OHIO	.	4,249	4,703	.	454	.	10.68
OKLAHOMA	.	951	1,043	.	92	.	9.67
OREGON	.	0	0	.	0	.	.
PENNSYLVANIA	.	0	0	.	0	.	.
PUERTO RICO	.	1,610	1,610	.	0	.	0.00
RHODE ISLAND	.	54	69	.	15	.	27.78
SOUTH CAROLINA	.	242	366	.	124	.	51.24
SOUTH DAKOTA	.	337	343	.	6	.	1.78
TENNESSEE	.	1,766	1,356	.	-410	.	-23.22
TEXAS	.	3,084	3,171	.	87	.	2.82
UTAH	.	975	983	.	8	.	0.82
VERMONT	.	8	23	.	15	.	187.50
VIRGINIA	.	877	940	.	63	.	7.18
WASHINGTON	.	1,416	1,597	.	181	.	12.78
WEST VIRGINIA	.	0	0	.	0	.	.
WISCONSIN	.	15,641	16,480	.	839	.	5.36
WYOMING	.	0	0	.	0	.	.
AMERICAN SAMOA	.	1	1	.	0	.	0.00
GUAM	.	0	0	.	0	.	.
NORTHERN MARIANAS	.	29	3	.	-26	.	-89.66
TRUST TERRITORIES	.	3	.	.	.	.	.
VIRGIN ISLANDS	.	14	23	.	9	.	64.29
BUR. OF INDIAN AFFAIRS	.	.	177	.	.	.	.
U.S. AND INSULAR AREAS	.	64,738	67,500	.	2,762	.	4.27
50 STATES, D.C. & P.R.	.	64,691	67,296	.	2,605	.	4.03

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HEARING IMPAIRMENTS

STATE	NUMBER SERVED			CHANGE IN NUMBER SERVED		PERCENTAGE CHANGE IN NUMBER SERVED	
	1976-77	1988-89	1989-90	1976-77 - 1989-90	1988-89 - 1989-90	1976-77 - 1989-90	1988-89 - 1989-90
ALABAMA	334	736	725	391	-11	117.07	-1.49
ALASKA	266	101	106	-160	5	-60.15	4.95
ARIZONA	371	569	577	206	8	55.53	1.41
ARKANSAS	160	342	305	145	-37	90.63	-10.82
CALIFORNIA	5,524	5,917	6,046	522	129	9.45	2.18
COLORADO	881	642	638	-243	-4	-27.58	-0.62
CONNECTICUT	1,154	536	541	-613	5	-53.12	0.93
DELAWARE	28	73	78	50	5	178.57	6.85
DISTRICT OF COLUMBIA	203	18	44	-159	26	-78.33	144.44
FLORIDA	1,366	1,129	956	-410	-173	-30.01	-15.32
GEORGIA	1,396	721	771	-625	50	-44.77	6.93
HAWAII	160	233	217	57	-16	35.62	-6.87
IDAHO	238	198	248	10	50	4.20	25.25
ILLINOIS	1,508	1,061	1,098	-410	37	-27.19	3.49
INDIANA	880	655	670	-210	15	-23.86	2.29
IOWA	506	622	635	129	13	25.49	2.09
KANSAS	1,497	403	418	-1,079	15	-72.08	3.72
KENTUCKY	721	515	485	-236	-30	-32.73	-5.83
LOUISIANA	710	868	887	177	19	24.93	2.19
MAINE	391	231	234	-157	3	-40.15	1.30
MARYLAND	1,031	828	853	-178	25	-17.26	3.02
MASSACHUSETTS	5,188	1,746	1,563	-3,625	-183	-69.87	-10.48
MICHIGAN	2,498	2,260	2,228	-270	-32	-10.81	-1.42
MINNESOTA	1,168	1,176	1,208	40	32	3.42	2.72
MISSISSIPPI	347	280	320	-27	40	-7.78	14.29
MISSOURI	1,040	746	734	-306	-12	-29.42	-1.61
MONTANA	232	128	131	-101	3	-43.53	2.34
NEBRASKA	268	414	458	190	44	70.90	10.63
NEVADA	135	138	145	10	7	7.41	5.07
NEW HAMPSHIRE	261	60	50	-211	-10	-80.84	-16.67
NEW JERSEY	2,104	1,059	1,052	-1,052	-7	-50.00	-0.66
NEW MEXICO	179	292	362	183	70	102.23	23.97
NEW YORK	4,114	2,040	2,151	-1,963	111	-47.72	5.44
NORTH CAROLINA	926	1,243	1,333	407	90	43.95	7.24
NORTH DAKOTA	76	113	123	47	10	61.84	8.85
OHIO	2,241	1,946	1,957	-284	11	-12.67	0.57
OKLAHOMA	449	499	520	71	21	15.81	4.21
OREGON	517	122	175	-342	53	-66.15	43.44
PENNSYLVANIA	3,842	2,240	2,243	-1,599	3	-41.62	0.13
PUERTO RICO	590	1,064	1,064	474	0	80.34	0.00
RHODE ISLAND	176	147	143	-33	-4	-18.75	-2.72
SOUTH CAROLINA	1,100	818	812	-288	-6	-26.18	-0.73
SOUTH DAKOTA	74	233	193	119	-40	160.81	-17.17
TENNESSEE	1,575	1,053	961	-614	-92	-38.98	-8.74
TEXAS	2,000	1,073	1,052	-948	-21	-47.40	-1.96
UTAH	385	269	225	-160	-44	-41.56	-16.36
VERMONT	27	111	131	104	20	385.19	18.02
VIRGINIA	1,130	976	984	-146	8	-12.92	0.82
WASHINGTON	1,852	1,295	1,446	-406	151	-21.92	11.66
WEST VIRGINIA	342	259	270	-72	11	-21.05	4.25
WISCONSIN	826	214	207	-619	-7	-74.94	-3.27
WYOMING	129	143	124	-5	-19	-3.88	-13.29
AMERICAN SAMOA	23	15	13	-10	-2	-43.48	-13.33
GUAM	1,087	0	0	-1,087	0	-100.00	.
NORTHERN MARIANAS	.	5	20	.	15	.	300.00
TRUST TERRITORIES	53	10	.	.	.	.	.
VIRGIN ISLANDS	63	19	20	-43	1	-68.25	5.26
BUR. OF INDIAN AFFAIRS	.	.	53	.	.	.	.
U.S. AND INSULAR AREAS	56,342	40,604	41,003	-15,339	399	-27.22	0.98
50 STATES, D.C. & P.R.	55,116	40,555	40,897	-14,219	342	-25.80	0.84

DATA AS OF OCTOBER 1, 1990.

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TABLE AA21

PERCENTAGE OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B DURING SCHOOL YEAR 1989-90

ALL DISABILITIES

STATE	IDEA, PART B	CHAPTER 1 OF ESEA (SOP)	IDEA, PART B AND CHAPTER 1 OF ESEA (SOP)
ALABAMA	8.35	0.07	8.43
ALASKA	6.61	1.80	8.41
ARIZONA	5.48	0.16	5.64
ARKANSAS	6.34	0.49	6.84
CALIFORNIA	5.65	0.05	5.70
COLORADO	5.50	0.56	6.05
CONNECTICUT	7.37	0.49	7.87
DELAWARE	6.07	1.60	7.67
DISTRICT OF COLUMBIA	2.11	2.20	4.30
FLORIDA	7.10	0.26	7.36
GEORGIA	5.02	0.15	5.17
HAWAII	3.95	0.26	4.20
IDAHO	6.66	0.14	6.81
ILLINOIS	6.44	1.47	7.91
INDIANA	6.50	0.62	7.12
IOWA	7.47	0.19	7.66
KANSAS	5.90	0.39	6.30
KENTUCKY	7.13	0.33	7.45
LOUISIANA	5.03	0.30	5.33
MAINE	8.20	0.37	8.57
MARYLAND	7.03	0.15	7.18
MASSACHUSETTS	9.30	1.22	10.52
MICHIGAN	5.72	0.51	6.23
MINNESOTA	6.70	0.03	6.73
MISSISSIPPI	7.17	0.10	7.28
MISSOURI	7.07	0.19	7.26
MONTANA	6.83	0.34	7.17
NEBRASKA	6.93	0.06	6.99
NEVADA	5.80	0.21	6.00
NEW HAMPSHIRE	5.84	0.60	6.44
NEW JERSEY	8.80	0.32	9.12
NEW MEXICO	7.06	0.05	7.11
NEW YORK	5.79	0.62	6.42
NORTH CAROLINA	6.54	0.14	6.68
NORTH DAKOTA	6.44	0.39	6.83
OHIO	6.37	0.29	6.66
OKLAHOMA	7.05	0.09	7.14
OREGON	6.13	1.42	7.56
PENNSYLVANIA	6.36	0.76	7.12
PUERTO RICO	.	.	.
RHODE ISLAND	7.82	0.40	8.22
SOUTH CAROLINA	7.44	0.07	7.50
SOUTH DAKOTA	6.96	0.21	7.17
TENNESSEE	7.38	0.09	7.47
TEXAS	6.26	0.28	6.54
UTAH	6.56	0.39	6.95
VERMONT	7.11	1.76	8.87
VIRGINIA	6.52	0.08	6.61
WASHINGTON	6.09	0.31	6.41
WEST VIRGINIA	8.18	0.35	8.53
WISCONSIN	5.93	0.26	6.19
WYOMING	7.30	0.25	7.55
AMERICAN SAMOA	.	.	.
GUAM	.	.	.
NORTHERN MARIANAS	.	.	.
TRUST TERRITORIES	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND INSULAR AREAS	6.46	0.39	6.85
50 STATES, D.C. & P.R.	6.46	0.39	6.85

PERCENTAGE OF CHILDREN SERVED IS BASED ON ESTIMATED RESIDENT POPULATION COUNTS, AGE 3-21, FOR JULY, 1989.

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF THE CENSUS.

THE FIGURES REPRESENT CHILDREN FROM BIRTH THROUGH AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND CHILDREN AGE 3-21 SERVED UNDER IDEA, PART B.

CHILD COUNT DATA AS OF OCTOBER 1, 1990.

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TABLE AA22

PERCENTAGE OF CHILDREN SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B BY AGE GROUP

DURING SCHOOL YEAR 1989-90

	AGE GROUP				
STATE	BIRTH THROUGH 2	3-5	6-17	18-21	BIRTH THROUGH 21
ALABAMA	0.08	5.66	11.03	2.71	8.43
ALASKA	0.81	4.84	11.73	1.73	8.41
ARIZONA	0.25	2.21	7.90	1.76	5.64
ARKANSAS	0.61	4.21	9.09	1.50	6.84
CALIFORNIA	0.08	2.63	8.21	1.12	5.70
COLORADO	0.46	2.57	8.67	1.25	6.05
CONNECTICUT	0.45	3.88	11.07	1.91	7.87
DELAWARE	0.47	4.77	10.54	1.76	7.67
DISTRICT OF COLUMBIA	0.00	1.70	6.15	1.78	4.30
FLORIDA	0.26	2.70	10.85	1.27	7.36
GEORGIA	0.07	2.62	7.27	0.97	5.17
HAWAII	0.65	1.45	6.27	0.54	4.20
IDAHO	0.56	6.16	8.55	1.16	6.81
ILLINOIS	0.36	5.10	10.76	1.67	7.91
INDIANA	0.69	3.09	9.93	1.44	7.12
IOWA	0.72	4.38	10.34	1.79	7.66
KANSAS	0.34	3.19	8.78	1.27	6.30
KENTUCKY	0.37	6.44	9.73	1.51	7.45
LOUISIANA	0.31	2.91	7.11	1.61	5.33
MAINE	0.00	5.85	11.80	1.66	8.57
MARYLAND	0.01	3.42	10.39	1.55	7.18
MASSACHUSETTS	1.84	5.25	15.03	2.16	10.52
MICHIGAN	0.12	3.54	8.51	1.67	6.23
MINNESOTA	0.00	4.32	9.28	1.24	6.73
MISSISSIPPI	0.05	4.28	9.82	1.73	7.28
MISSOURI	0.19	1.78	10.62	1.59	7.26
MONTANA	0.67	4.59	9.41	1.67	7.17
NEBRASKA	0.01	3.54	9.79	1.45	6.99
NEVADA	0.52	2.63	8.44	1.09	6.00
NEW HAMPSHIRE	1.27	2.86	8.99	1.37	6.44
NEW JERSEY	0.71	4.59	12.83	1.87	9.12
NEW MEXICO	0.00	2.06	10.19	1.80	7.11
NEW YORK	0.01	3.04	9.02	1.91	6.42
NORTH CAROLINA	0.04	3.69	9.57	1.20	6.68
NORTH DAKOTA	0.63	4.23	9.08	1.72	6.83
OHIO	0.00	2.32	9.47	1.74	6.66
OKLAHOMA	0.00	3.69	10.06	1.33	7.14
OREGON	0.87	3.28	10.37	1.83	7.56
PENNSYLVANIA	0.94	4.33	9.65	1.58	7.12
PUERTO RICO	.	.	.	.	.
RHODE ISLAND	1.12	3.92	11.75	1.60	8.22
SOUTH CAROLINA	0.00	5.03	10.33	1.38	7.50
SOUTH DAKOTA	0.01	5.81	9.32	1.71	7.17
TENNESSEE	0.02	3.59	10.46	1.70	7.47
TEXAS	0.55	2.70	9.05	1.75	6.54
UTAH	1.05	2.89	9.39	0.99	6.95
VERMONT	0.49	5.32	12.54	1.81	8.87
VIRGINIA	0.06	3.50	9.58	1.39	6.61
WASHINGTON	0.63	4.56	8.60	1.17	6.41
WEST VIRGINIA	0.89	4.64	11.33	2.34	8.53
WISCONSIN	0.58	4.79	8.05	1.51	6.19
WYOMING	1.34	4.82	9.83	1.61	7.55
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	0.33	3.48	9.56	1.55	6.85
50 STATES, D.C. & P.R.	0.33	3.48	9.56	1.55	6.85

PERCENTAGE OF CHILDREN SERVED IS BASED ON ESTIMATED RESIDENT POPULATION COUNTS FOR JULY, 1989.

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF CENSUS.

THE FIGURES REPRESENT CHILDREN FROM BIRTH TO AGE 21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND CHILDREN AGE 3-21 SERVED UNDER IDEA, PART B.

DATA AS OF OCTOBER 1, 1990.

ANNUAL.CNTL(CORPPX1C)
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TABLE AA23

PERCENTAGE OF CHILDREN AGE 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B BY DISABILITY BASED ON ESTIMATED RESIDENT POPULATION

DURING SCHOOL YEAR 1989-90

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	8.90	3.18	2.13	2.65	0.58	0.10	0.09	0.05
ALASKA	9.11	5.62	2.18	0.30	0.42	0.11	0.27	0.07
ARIZONA	6.32	3.67	1.27	0.60	0.38	0.12	0.16	0.06
ARKANSAS	7.20	3.86	1.18	1.82	0.04	0.09	0.10	0.03
CALIFORNIA	6.36	3.82	1.46	0.37	0.19	0.11	0.08	0.11
COLORADO	6.69	3.33	1.08	0.40	1.18	0.10	0.44	0.10
CONNECTICUT	8.55	4.62	1.33	0.54	1.66	0.09	0.14	0.04
DELAWARE	8.14	4.53	1.18	0.84	1.08	0.13	0.03	0.17
DISTRICT OF COLUMBIA	4.91	2.41	0.65	0.80	0.66	0.04	0.17	0.07
FLORIDA	8.27	3.57	2.44	1.03	0.94	0.05	0.00	0.10
GEORGIA	5.64	1.69	1.24	1.41	1.13	0.07	0.00	0.04
HAWAII	4.64	2.64	0.84	0.46	0.34	0.10	0.08	0.08
IDAHO	6.83	4.02	1.29	0.99	0.18	0.13	0.01	0.08
ILLINOIS	8.38	3.97	2.09	0.97	1.01	0.11	0.00	0.11
INDIANA	7.71	2.99	2.65	1.46	0.36	0.09	0.06	0.04
IOWA	8.12	3.68	1.42	1.58	1.04	0.12	0.09	0.15
KANSAS	6.86	2.91	1.82	0.95	0.79	0.11	0.10	0.06
KENTUCKY	7.56	2.50	2.34	2.03	0.34	0.09	0.12	0.05
LOUISIANA	5.76	2.37	1.62	0.96	0.35	0.11	0.07	0.09
MAINE	9.07	4.02	2.06	0.85	1.50	0.10	0.35	0.07
MARYLAND	7.93	4.11	2.23	0.53	0.44	0.11	0.30	0.05
MASSACHUSETTS	11.16	4.09	2.38	2.42	1.59	0.14	0.24	0.10
MICHIGAN	6.70	3.10	1.48	0.84	0.85	0.11	0.08	0.17
MINNESOTA	7.21	3.31	1.37	1.03	1.14	0.14	0.02	0.12
MISSISSIPPI	7.81	3.88	2.50	1.13	0.03	0.07	0.05	0.12
MISSOURI	8.27	4.00	2.12	1.21	0.71	0.08	0.04	0.06
MONTANA	7.56	4.19	1.92	0.56	0.36	0.11	0.17	0.06
NEBRASKA	7.66	3.37	2.03	1.11	0.63	0.14	0.11	0.09
NEVADA	6.59	3.93	1.42	0.47	0.40	0.06	0.12	0.11
NEW HAMPSHIRE	6.87	4.15	1.17	0.37	0.71	0.09	0.10	0.06
NEW JERSEY	9.83	5.07	2.97	0.35	0.87	0.08	0.40	0.04
NEW MEXICO	8.17	3.93	2.40	0.52	0.81	0.12	0.16	0.14
NEW YORK	7.06	4.23	0.62	0.55	1.12	0.10	0.26	0.05
NORTH CAROLINA	7.21	3.22	1.51	1.39	0.63	0.12	0.09	0.06
NORTH DAKOTA	7.22	3.43	2.31	0.92	0.29	0.11	0.00	0.07
OHIO	7.46	2.91	1.95	1.66	0.31	0.08	0.37	0.14
OKLAHOMA	7.80	3.76	2.04	1.46	0.19	0.08	0.17	0.04
OREGON	8.19	4.29	2.04	0.70	0.51	0.23	0.00	0.15
PENNSYLVANIA	7.46	3.20	2.03	1.31	0.71	0.11	0.00	0.05
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	8.81	5.80	1.46	0.50	0.72	0.08	0.05	0.07
SOUTH CAROLINA	7.95	3.25	2.07	1.66	0.65	0.11	0.06	0.08
SOUTH DAKOTA	7.44	3.40	2.27	0.89	0.29	0.15	0.24	0.11
TENNESSEE	8.15	4.33	1.94	1.12	0.22	0.10	0.12	0.08
TEXAS	7.23	4.11	1.42	0.56	0.59	0.10	0.09	0.09
UTAH	7.56	3.53	1.35	0.59	1.60	0.10	0.23	0.04
VERMONT	9.43	4.39	2.62	1.20	0.68	0.16	0.12	0.09
VIRGINIA	7.18	3.71	1.65	0.94	0.58	0.09	0.08	0.05
WASHINGTON	6.65	3.46	1.20	0.69	0.42	0.16	0.20	0.10
WEST VIRGINIA	8.99	4.11	2.25	1.85	0.50	0.08	0.00	0.08
WISCONSIN	6.34	2.12	1.21	0.42	0.94	0.02	1.56	0.04
WYOMING	7.84	4.31	2.08	0.50	0.46	0.11	0.02	0.12
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	7.44	3.62	1.72	0.97	0.67	0.10	0.15	0.08
50 STATES, D.C. & P.R.	7.44	3.62	1.72	0.97	0.67	0.10	0.15	0.08

THE SUM OF THE PERCENTS OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE TOTAL PERCENT OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON ESTIMATED RESIDENT POPULATION COUNTS FOR JULY, 1989.

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF THE CENSUS.

DATA AS OF OCTOBER 1, 1990.

ANNUAL.CNTL(CBRPPX1B)
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TABLE AA23

PERCENTAGE OF CHILDREN AGE 6-21 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B BY DISABILITY BASED ON ESTIMATED RESIDENT POPULATION

DURING SCHOOL YEAR 1989-90

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	0.07	0.04	0.00
ALASKA	0.11	0.03	0.00
ARIZONA	0.01	0.04	0.00
ARKANSAS	0.06	0.03	0.00
CALIFORNIA	0.18	0.04	0.00
COLORADO	0.00	0.03	0.01
CONNECTICUT	0.06	0.06	0.00
DELAWARE	0.11	0.05	0.02
DISTRICT OF COLUMBIA	0.07	0.02	0.01
FLORIDA	0.11	0.03	0.00
GEORGIA	0.03	0.03	0.00
HAWAII	0.08	0.02	0.00
IDAHO	0.09	0.03	0.00
ILLINOIS	0.07	0.04	0.00
INDIANA	0.01	0.04	0.00
IOWA	0.00	0.03	0.01
KANSAS	0.07	0.04	0.00
KENTUCKY	0.03	0.06	0.00
LOUISIANA	0.14	0.04	0.00
MAINE	0.09	0.03	0.01
MARYLAND	0.10	0.05	0.01
MASSACHUSETTS	0.14	0.07	0.01
MICHIGAN	0.04	0.03	0.00
MINNESOTA	0.05	0.03	0.00
MISSISSIPPI	0.00	0.03	0.00
MISSOURI	0.03	0.03	0.01
MONTANA	0.10	0.09	0.00
NEBRASKA	0.12	0.05	0.00
NEVADA	0.05	0.03	0.00
NEW HAMPSHIRE	0.16	0.04	0.00
NEW JERSEY	0.03	0.03	0.01
NEW MEXICO	0.03	0.03	0.02
NEW YORK	0.09	0.03	0.00
NORTH CAROLINA	0.14	0.04	0.00
NORTH DAKOTA	0.04	0.04	0.01
OHIO	0.00	0.04	0.00
OKLAHOMA	0.02	0.03	0.00
OREGON	0.19	0.07	0.00
PENNSYLVANIA	0.00	0.05	0.00
PUERTO RICO	.	.	.
RHODE ISLAND	0.10	0.04	0.00
SOUTH CAROLINA	0.02	0.04	0.00
SOUTH DAKOTA	0.04	0.03	0.02
TENNESSEE	0.16	0.07	0.00
TEXAS	0.22	0.04	0.00
UTAH	0.07	0.04	0.01
VERMONT	0.13	0.03	0.00
VIRGINIA	0.05	0.04	0.00
WASHINGTON	0.40	0.03	0.01
WEST VIRGINIA	0.06	0.05	0.00
WISCONSIN	0.02	0.02	0.00
WYOMING	0.19	0.05	0.00
AMERICAN SAMOA	.	.	.
GUAM	.	.	.
NORTHERN MARIANAS	.	.	.
TRUST TERRITORIES	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND INSULAR AREAS	0.09	0.04	0.00
50 STATES, D.C. & P.R.	0.09	0.04	0.00

THE SUM OF THE PERCENTS OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE TOTAL PERCENT OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON ESTIMATED RESIDENT POPULATION COUNTS FOR JULY, 1989.

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF THE CENSUS.

DATA AS OF OCTOBER 1, 1990.
ANNUAL.CNTL(CBRPPX1B)
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TABLE AA24

PERCENTAGE OF CHILDREN AGE 6-17 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B BY DISABILITY BASED ON ESTIMATED RESIDENT POPULATION

DURING SCHOOL YEAR 1989-90

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	11.03	3.91	2.85	3.11	0.73	0.12	0.11	0.06
ALASKA	11.73	7.17	2.94	0.34	0.54	0.14	0.33	0.08
ARIZONA	7.90	4.58	1.70	0.68	0.48	0.14	0.18	0.08
ARKANSAS	9.09	4.86	1.57	2.23	0.06	0.11	0.12	0.03
CALIFORNIA	8.21	4.98	1.96	0.40	0.23	0.13	0.10	0.13
COLORADO	8.67	4.36	1.46	0.46	1.53	0.13	0.55	0.13
CONNECTICUT	11.07	6.04	1.82	0.61	2.10	0.12	0.17	0.05
DELAWARE	10.54	5.95	1.62	0.98	1.36	0.16	0.04	0.21
DISTRICT OF COLUMBIA	6.15	3.13	0.90	0.87	0.81	0.06	0.19	0.08
FLORIDA	10.85	4.68	3.33	1.24	1.24	0.07	0.00	0.12
GEORGIA	7.27	2.19	1.67	1.71	1.49	0.09	0.00	0.05
HAWAII	6.27	3.59	1.18	0.57	0.46	0.13	0.10	0.10
IDAHO	8.55	5.07	1.68	1.16	0.22	0.15	0.01	0.10
ILLINOIS	10.76	5.16	2.82	1.12	1.26	0.14	0.00	0.13
INDIANA	9.93	3.84	3.58	1.75	0.47	0.11	0.06	0.06
IOWA	10.34	4.72	1.91	1.89	1.35	0.15	0.10	0.18
KANSAS	8.78	3.71	2.44	1.14	1.02	0.13	0.11	0.08
KENTUCKY	9.73	3.19	3.17	2.49	0.45	0.11	0.14	0.06
LOUISIANA	7.11	2.92	2.14	1.06	0.44	0.13	0.09	0.11
MAINE	11.80	5.22	2.80	1.01	1.97	0.13	0.43	0.09
MARYLAND	10.39	5.40	3.06	0.60	0.56	0.15	0.36	0.07
MASSACHUSETTS	15.03	5.56	3.37	3.16	2.08	0.18	0.30	0.12
MICHIGAN	8.51	3.96	2.00	0.94	1.09	0.14	0.09	0.21
MINNESOTA	9.28	4.32	1.83	1.20	1.47	0.18	0.02	0.15
MISSISSIPPI	9.82	4.80	3.33	1.33	0.04	0.08	0.06	0.14
MISSOURI	10.62	5.12	2.85	1.44	0.92	0.09	0.05	0.08
MONTANA	9.41	5.19	2.51	0.64	0.45	0.13	0.20	0.07
NEBRASKA	9.79	4.33	2.73	1.31	0.80	0.16	0.13	0.12
NEVADA	8.44	5.04	1.89	0.52	0.52	0.08	0.14	0.14
NEW HAMPSHIRE	8.99	5.44	1.60	0.43	0.93	0.11	0.13	0.08
NEW JERSEY	12.83	6.61	4.07	0.36	1.08	0.10	0.48	0.04
NEW MEXICO	10.19	4.91	3.08	0.57	1.02	0.15	0.19	0.17
NEW YORK	9.02	5.46	0.85	0.60	1.44	0.12	0.30	0.07
NORTH CAROLINA	9.57	4.31	2.10	1.73	0.85	0.16	0.10	0.07
NORTH DAKOTA	9.08	4.28	3.08	1.03	0.37	0.13	0.00	0.08
OHIO	9.47	3.72	2.63	2.01	0.40	0.10	0.39	0.17
OKLAHOMA	10.06	4.82	2.74	1.81	0.25	0.11	0.20	0.05
OREGON	10.37	5.47	2.71	0.73	0.66	0.28	0.00	0.18
PENNSYLVANIA	9.65	4.13	2.78	1.57	0.91	0.14	0.00	0.06
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	11.75	7.80	2.05	0.55	0.92	0.09	0.06	0.10
SOUTH CAROLINA	10.33	4.27	2.81	1.99	0.86	0.14	0.06	0.11
SOUTH DAKOTA	9.32	4.26	3.00	1.00	0.36	0.19	0.28	0.13
TENNESSEE	10.46	5.57	2.63	1.32	0.28	0.13	0.14	0.10
TEXAS	9.05	5.15	1.89	0.62	0.75	0.12	0.10	0.11
UTAH	9.39	4.44	1.72	0.67	1.99	0.12	0.25	0.05
VERMONT	12.54	5.92	3.64	1.43	0.89	0.20	0.12	0.12
VIRGINIA	9.58	4.98	2.32	1.12	0.78	0.12	0.10	0.07
WASHINGTON	8.60	4.50	1.62	0.82	0.54	0.20	0.24	0.13
WEST VIRGINIA	11.33	5.16	3.04	2.17	0.64	0.10	0.00	0.09
WISCONSIN	8.05	2.66	1.62	0.46	1.20	0.02	1.98	0.05
WYOMING	9.83	5.41	2.73	0.53	0.56	0.14	0.02	0.14
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	9.56	4.66	2.32	1.14	0.86	0.13	0.18	0.10
50 STATES, D.C. & P.R.	9.56	4.66	2.32	1.14	0.86	0.13	0.18	0.10

THE SUM OF THE PERCENTS OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE TOTAL PERCENT OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON ESTIMATED RESIDENT POPULATION COUNTS FOR JULY, 1989

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF THE CENSUS.

DATA AS OF OCTOBER 1, 1990.

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TABLE AA24

PERCENTAGE OF CHILDREN AGE 6-17 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B BY DISABILITY BASED ON ESTIMATED RESIDENT POPULATION

DURING SCHOOL YEAR 1989-90

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	0.09	0.06	0.00
ALASKA	0.15	0.04	0.00
ARIZONA	0.01	0.05	0.00
ARKANSAS	0.07	0.03	0.00
CALIFORNIA	0.23	0.05	0.00
COLORADO	0.00	0.05	0.01
CONNECTICUT	0.07	0.08	0.00
DELAWARE	0.13	0.07	0.02
DISTRICT OF COLUMBIA	0.08	0.03	0.01
FLORIDA	0.13	0.04	0.00
GEORGIA	0.03	0.04	0.00
HAWAII	0.10	0.03	0.00
IDAHO	0.10	0.04	0.00
ILLINOIS	0.09	0.05	0.00
INDIANA	0.01	0.05	0.01
IOWA	0.00	0.04	0.01
KANSAS	0.08	0.05	0.00
KENTUCKY	0.04	0.07	0.00
LOUISIANA	0.17	0.05	0.00
MAINE	0.12	0.04	0.01
MARYLAND	0.13	0.06	0.01
MASSACHUSETTS	0.18	0.08	0.01
MICHIGAN	0.04	0.04	0.00
MINNESOTA	0.06	0.04	0.00
MISSISSIPPI	0.00	0.03	0.00
MISSOURI	0.03	0.03	0.01
MONTANA	0.13	0.10	0.00
NEBRASKA	0.15	0.06	0.00
NEVADA	0.06	0.04	0.00
NEW HAMPSHIRE	0.21	0.05	0.00
NEW JERSEY	0.04	0.03	0.01
NEW MEXICO	0.04	0.04	0.03
NEW YORK	0.12	0.04	0.00
NORTH CAROLINA	0.18	0.05	0.00
NORTH DAKOTA	0.05	0.05	0.01
OHIO	0.00	0.04	0.00
OKLAHOMA	0.03	0.04	0.00
OREGON	0.23	0.09	0.00
PENNSYLVANIA	0.00	0.06	0.00
PUERTO RICO	.	.	.
RHODE ISLAND	0.13	0.04	0.00
SOUTH CAROLINA	0.02	0.06	0.00
SOUTH DAKOTA	0.05	0.04	0.02
TENNESSEE	0.20	0.09	0.00
TEXAS	0.27	0.05	0.00
UTAH	0.09	0.05	0.01
VERMONT	0.18	0.04	0.00
VIRGINIA	0.06	0.05	0.00
WASHINGTON	0.52	0.03	0.01
WEST VIRGINIA	0.06	0.06	0.00
WISCONSIN	0.03	0.02	0.00
WYOMING	0.24	0.06	0.00
AMERICAN SAMOA	.	.	.
GUAM	.	.	.
NORTHERN MARIANAS	.	.	.
TRUST TERRITORIES	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND INSULAR AREAS	0.12	0.05	0.00
50 STATES, D.C. & P.R.	0.12	0.05	0.00

THE SUM OF THE PERCENTS OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE TOTAL PERCENT OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON ESTIMATED RESIDENT POPULATION COUNTS FOR JULY, 1989

RESIDENT POPULATIONS ARE ESTIMATED BY THE U.S. BUREAU OF THE CENSUS.

DATA AS OF OCTOBER 1, 1990.

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TABLE AA25

PERCENTAGE OF CHILDREN AGE 6-17 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B BY DISABILITY BASED ON ESTIMATED ENROLLMENT

DURING SCHOOL YEAR 1989-90

STATE	ALL DISABILITIES	SPECIFIC LEARNING DISABILITIES	SPEECH OR LANGUAGE IMPAIRMENTS	MENTAL RETARDATION	SERIOUS EMOTIONAL DISTURBANCE	HEARING IMPAIRMENTS	MULTIPLE DISABILITIES	ORTHOPEDIC IMPAIRMENTS
ALABAMA	11.39	4.04	2.94	3.21	0.75	0.12	0.11	0.06
ALASKA	10.65	6.51	2.67	0.31	0.49	0.12	0.30	0.08
ARIZONA	8.12	4.71	1.75	0.70	0.49	0.15	0.18	0.08
ARKANSAS	8.93	4.77	1.54	2.19	0.05	0.11	0.12	0.03
CALIFORNIA	7.71	4.68	1.84	0.37	0.22	0.12	0.09	0.12
COLORADO	9.06	4.55	1.53	0.48	1.60	0.14	0.57	0.14
CONNECTICUT	11.69	6.39	1.93	0.64	2.22	0.13	0.18	0.05
DELAWARE	11.74	6.64	1.81	1.09	1.51	0.18	0.05	0.24
DISTRICT OF COLUMBIA	5.80	2.95	0.85	0.82	0.76	0.05	0.18	0.08
FLORIDA	11.14	4.81	3.42	1.27	1.27	0.07	0.00	0.13
GEORGIA	7.67	2.31	1.76	1.81	1.57	0.09	0.00	0.05
HAWAII	6.70	3.84	1.26	0.61	0.49	0.13	0.11	0.11
IDAHO	8.36	4.96	1.64	1.14	0.22	0.15	0.01	0.10
ILLINOIS	12.02	5.76	3.15	1.25	1.41	0.16	0.00	0.14
INDIANA	10.24	3.96	3.69	1.80	0.48	0.11	0.07	0.06
IOWA	10.37	4.73	1.92	1.90	1.35	0.15	0.10	0.18
KANSAS	8.76	3.71	2.44	1.13	1.02	0.13	0.11	0.08
KENTUCKY	10.26	3.36	3.34	2.62	0.47	0.12	0.15	0.07
LOUISIANA	7.62	3.13	2.29	1.14	0.48	0.14	0.09	0.12
MAINE	11.23	4.96	2.66	0.96	1.87	0.13	0.40	0.08
MARYLAND	10.94	5.69	3.23	0.63	0.59	0.16	0.38	0.07
MASSACHUSETTS	15.59	5.76	3.50	3.27	2.16	0.19	0.31	0.12
MICHIGAN	9.24	4.30	2.18	1.02	1.18	0.15	0.10	0.23
MINNESOTA	9.88	4.60	1.95	1.27	1.57	0.19	0.02	0.16
MISSISSIPPI	10.26	5.02	3.47	1.39	0.04	0.09	0.06	0.15
MISSOURI	11.33	5.46	3.04	1.53	0.98	0.10	0.05	0.08
MONTANA	9.12	5.03	2.43	0.62	0.44	0.12	0.19	0.07
NEBRASKA	10.14	4.48	2.82	1.36	0.83	0.17	0.14	0.12
NEVADA	7.95	4.75	1.78	0.49	0.49	0.07	0.13	0.13
NEW HAMPSHIRE	9.72	5.89	1.73	0.46	1.01	0.12	0.14	0.08
NEW JERSEY	14.15	7.29	4.49	0.40	1.19	0.11	0.53	0.05
NEW MEXICO	10.50	5.05	3.17	0.59	1.05	0.15	0.19	0.18
NEW YORK	9.82	5.95	0.93	0.66	1.57	0.14	0.33	0.07
NORTH CAROLINA	9.68	4.36	2.13	1.75	0.86	0.16	0.10	0.08
NORTH DAKOTA	9.15	4.31	3.10	1.04	0.37	0.14	0.00	0.08
OHIO	10.10	3.96	2.80	2.15	0.43	0.11	0.42	0.18
OKLAHOMA	9.89	4.74	2.70	1.78	0.25	0.10	0.20	0.05
OREGON	10.21	5.39	2.67	0.72	0.65	0.28	0.00	0.18
PENNSYLVANIA	10.99	4.70	3.16	1.79	1.04	0.16	0.00	0.07
PUERTO RICO	.	.	.	.	.	.	.	.
RHODE ISLAND	12.97	8.60	2.27	0.61	1.02	0.10	0.07	0.11
SOUTH CAROLINA	10.69	4.42	2.91	2.06	0.90	0.15	0.07	0.11
SOUTH DAKOTA	9.39	4.29	3.02	1.01	0.36	0.19	0.28	0.14
TENNESSEE	10.57	5.63	2.66	1.33	0.28	0.1[illegible]	0.14	0.10
TEXAS	8.70	4.95	1.82	0.59	0.72	0.12	0.10	0.10
UTAH	9.05	4.28	1.66	0.65	1.92	0.12	0.24	0.05
VERMONT	12.35	5.82	3.58	1.41	0.88	0.20	0.12	0.12
VIRGINIA	9.29	4.83	2.25	1.08	0.75	0.11	0.09	0.06
WASHINGTON	8.38	4.38	1.58	0.80	0.53	0.19	0.23	0.12
WEST VIRGINIA	11.39	5.19	3.05	2.18	0.64	0.10	0.00	0.10
WISCONSIN	8.58	2.84	1.73	0.48	1.28	0.02	2.11	0.05
WYOMING	9.21	5.07	2.56	0.50	0.52	0.13	0.02	0.13
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	9.82	4.79	2.39	1.17	0.89	0.13	0.18	0.11
50 STATES, D.C. & P.R.	9.82	4.79	2.39	1.17	0.89	0.13	0.18	0.11

THE SUM OF THE PERCENTS OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE TOTAL PERCENT OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON 1989-90 ENROLLMENT COUNTS FROM NCES: THESE ENROLLMENT COUNTS INCLUDE BOTH INDIVIDUALS WITH AND WITHOUT DISABILITIES, AGE 5-17.

DATA AS OF OCTOBER 1, 1990.

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TABLE AA25

PERCENTAGE OF CHILDREN AGE 6-17 SERVED UNDER CHAPTER 1 OF ESEA (SOP) AND IDEA, PART B BY DISABILITY BASED ON ESTIMATED ENROLLMENT

DURING SCHOOL YEAR 1989-90

STATE	OTHER HEALTH IMPAIRMENTS	VISUAL IMPAIRMENTS	DEAF-BLINDNESS
ALABAMA	0.09	0.06	0.00
ALASKA	0.13	0.04	0.00
ARIZONA	0.01	0.05	0.00
ARKANSAS	0.07	0.03	0.00
CALIFORNIA	0.22	0.05	0.00
COLORADO	0.00	0.05	0.01
CONNECTICUT	0.07	0.08	0.00
DELAWARE	0.14	0.07	0.02
DISTRICT OF COLUMBIA	0.07	0.03	0.01
FLORIDA	0.13	0.04	0.00
GEORGIA	0.04	0.04	0.00
HAWAII	0.11	0.03	0.00
IDAHO	0.10	0.04	0.00
ILLINOIS	0.10	0.06	0.00
INDIANA	0.01	0.05	0.01
IOWA	0.00	0.04	0.01
KANSAS	0.08	0.05	0.00
KENTUCKY	0.04	0.08	0.00
LOUISIANA	0.18	0.05	0.00
MAINE	0.11	0.04	0.01
MARYLAND	0.13	0.06	0.01
MASSACHUSETTS	0.19	0.08	0.01
MICHIGAN	0.05	0.04	0.00
MINNESOTA	0.07	0.05	0.00
MISSISSIPPI	0.00	0.04	0.00
MISSOURI	0.03	0.03	0.01
MONTANA	0.12	0.10	0.00
NEBRASKA	0.15	0.07	0.00
NEVADA	0.06	0.04	0.00
NEW HAMPSHIRE	0.22	0.06	0.00
NEW JERSEY	0.04	0.04	0.01
NEW MEXICO	0.04	0.04	0.03
NEW YORK	0.13	0.05	0.00
NORTH CAROLINA	0.19	0.05	0.00
NORTH DAKOTA	0.05	0.05	0.01
OHIO	0.00	0.05	0.00
OKLAHOMA	0.03	0.04	0.00
OREGON	0.23	0.09	0.00
PENNSYLVANIA	0.00	0.07	0.00
PUERTO RICO	.	.	.
RHODE ISLAND	0.14	0.05	0.00
SOUTH CAROLINA	0.02	0.06	0.00
SOUTH DAKOTA	0.05	0.04	0.02
TENNESSEE	0.20	0.09	0.00
TEXAS	0.26	0.05	0.00
UTAH	0.09	0.05	0.01
VERMONT	0.18	0.04	0.00
VIRGINIA	0.06	0.04	0.00
WASHINGTON	0.51	0.03	0.01
WEST VIRGINIA	0.06	0.06	0.00
WISCONSIN	0.03	0.03	0.00
WYOMING	0.22	0.05	0.00
AMERICAN SAMOA	.	.	.
GUAM	.	.	.
NORTHERN MARIANAS	.	.	.
TRUST TERRITORIES	.	.	.
VIRGIN ISLANDS	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.
U.S. AND INSULAR AREAS	0.12	0.05	0.00
50 STATES, D.C. & P.R.	0.12	0.05	0.00

THE SUM OF THE PERCENTS OF INDIVIDUAL DISABILITIES MAY NOT EQUAL THE TOTAL PERCENT OF ALL DISABILITIES BECAUSE OF ROUNDING.

PERCENTAGE OF CHILDREN SERVED IS BASED ON 1989-90 ENROLLMENT COUNTS FROM NCES: THESE ENROLLMENT COUNTS INCLUDE BOTH INDIVIDUALS WITH AND WITHOUT DISABILITIES, AGE 5-17.

DATA AS OF OCTOBER 1, 1990.

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TABLE AB1

NUMBER OF CHILDREN AGE 3-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

ALL DISABILITIES

STATE	NUMBER REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	CORRECTIONAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	67,514	24,791	1,429	58	.	151	446	354
ALASKA	7,445	3,690	1,874	31	1	25	0	37	66
ARIZONA	4,282	27,128	9,865	747	489	278	328	101	57
ARKANSAS	20,056	18,874	5,954	225	1,297	458	187	53	78
CALIFORNIA	121,542	171,374	114,765	13,976	5,632	0	.	557	.
COLORADO	13,108	26,807	9,710	1,259	391	233	387	171	338
CONNECTICUT	30,621	11,625	14,105	2,537	1,766	195	985	296	587
DELAWARE	3,967	5,200	2,227	1,676	11	19	55	112	184
DISTRICT OF COLUMBIA	1,420	1,852	2,409	791	434	10	280	76	67
FLORIDA	64,182	69,361	58,142	10,178	1,081	762	351	173	2,462
GEORGIA	1,015	65,004	24,144	1,646	100	1,081	69	85	50
HAWAII	4,665	4,661	3,297	149	28	50	39	27	52
IDAHO	9,857	4,703	2,619	193	0	136	111	0	0
ILLINOIS	65,772	75,073	75,244	10,288	5,414	2,682	1,182	1,060	1,097
INDIANA	41,632	31,634	29,406	4,554	6	824	121	37	61
IOWA	13,034	32,825	8,835	1,120	0	549	87	143	295
KANSAS	16,969	12,892	9,362	830	503	814	478	332	456
KENTUCKY	22,696	36,407	11,426	1,014	160	429	53	24	437
LOUISIANA	25,795	13,380	25,085	2,999	95	1,136	159	134	717
MAINE	14,331	8,396	3,449	402	493	99	213	107	512
MARYLAND	37,620	16,395	24,107	6,088	1,475	711	377	81	245
MASSACHUSETTS	83,514	20,968	25,679	2,710	4,223	732	845	83	764
MICHIGAN	63,620	43,732	40,707	10,039	.	646	411	690	1,350
MINNESOTA	12,890	47,750	17,205	2,119	0	965	0	30	186
MISSISSIPPI	21,643	22,263	14,086	646	55	8	30	13	223
MISSOURI	45,372	41,428	23,396	5,110	2,020	390	286	1,364	410
MONTANA	8,624	3,850	2,539	140	10	195	88	16	88
NEBRASKA	19,105	6,606	4,550	521	83	200	46	100	278
NEVADA	3,924	8,579	2,403	730	2	1	10	105	170
NEW HAMPSHIRE	9,118	3,557	3,737	377	570	43	260	30	95
NEW JERSEY	66,385	35,375	50,785	9,714	8,933	632	119	561	716
NEW MEXICO	15,431	9,117	5,456	51	82	298	0	36	86
NEW YORK	21,752	98,174	122,168	23,094	19,228	1,900	1,772	621	1,541
NORTH CAROLINA	55,975	33,398	18,815	2,868	392	1,229	430	222	542
NORTH DAKOTA	8,827	1,213	1,794	342	22	122	86	9	94
OHIO	71,800	48,187	55,115	13,773	11,497	1,048	0	660	2,130
OKLAHOMA	32,196	18,945	11,175	847	101	638	117	23	224
OREGON	28,273	12,285	5,831	195	603	383	115	128	277
PENNSYLVANIA	72,185	53,431	57,000	5,049	721	315	167	766	1,423
PUERTO RICO	3,852	16,054	11,040	2,088	1,075	160	149	53	1,937
RHODE ISLAND	10,099	2,892	5,479	202	584	0	220	101	174
SOUTH CAROLINA	26,121	31,149	15,747	1,776	6	734	56	212	400
SOUTH DAKOTA	1,235	10,813	1,564	55	49	256	335	0	89
TENNESSEE	45,382	33,321	16,787	1,966	519	916	159	155	1,050
TEXAS	11,969	244,852	36,753	7,381	415	641	154	512	14,677
UTAH	16,260	16,384	5,957	1,787	0	204	0	4	196
VERMONT	9,431	953	1,307	112	203	4	190	3	328
VIRGINIA	42,863	28,478	29,245	1,393	514	821	492	296	963
WASHINGTON	29,211	24,256	14,419	964	377	259	8	122	855
WEST VIRGINIA	20,322	13,608	8,913	464	32	45	7	55	83
WISCONSIN	24,345	30,050	21,882	1,459	26	504	9	205	115
WYOMING'	2,681	3,416	1,181	42	3	90	45	0	29
AMERICAN SAMOA	201	35	16	81	0	0	0	0	1
GUAM	616	588	419	62	0	0	1	1	0
NORTHERN MARIANAS	65	73	139	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	150	230	853	33	1	0	24	0	21
BUR. OF INDIAN AFFAIRS	800	4,384	535	18	90	.	.	.	27
U.S. AND INSULAR AREAS	1,406,246	1,675,189	1,095,493	160,840	71,870	24,870	12,244	11,228	39,657
50 STATES, D.C. & P.R.	1,404,414	1,669,879	1,093,531	160,646	71,779	24,870	12,219	11,227	39,608

THE NUMBER OF STUDENTS SERVED IN CORRECTIONAL FACILITIES IS A DUPLICATE COUNT. THESE STUDENTS ARE ALSO REPORTED AS BEING SERVED IN ONE OF THE EIGHT EDUCATIONAL ENVIRONMENTS.

DATA AS OF OCTOBER 1, 1990.

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TABLE AB1

PERCENTAGE OF CHILDREN AGE 3-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

ALL DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	.	71.60	26.29	1.52	0.06	.	0.16	0.38
ALASKA	56.69	28.10	14.27	0.24	0.01	0.19	0.00	0.50
ARIZONA	9.92	62.83	22.85	1.73	1.13	0.64	0.76	0.13
ARKANSAS	42.56	40.05	12.63	0.48	2.75	0.97	0.40	0.17
CALIFORNIA	28.44	40.11	26.86	3.27	1.32	0.00	.	.
COLORADO	25.10	51.32	18.59	2.41	0.75	0.45	0.74	0.65
CONNECTICUT	49.06	18.62	22.60	4.06	2.83	0.31	1.58	0.94
DELAWARE	29.74	38.98	16.70	12.56	0.08	0.14	0.41	1.38
DISTRICT OF COLUMBIA	19.55	25.50	33.17	10.89	5.98	0.14	3.86	0.92
FLORIDA	31.08	33.59	28.15	4.93	0.52	0.37	0.17	1.19
GEORGIA	1.09	69.81	25.93	1.77	0.11	1.16	0.07	0.05
HAWAII	36.05	36.02	25.48	1.15	0.22	0.39	0.30	0.40
IDAHO	55.95	26.69	14.86	1.10	0.00	0.77	0.63	0.00
ILLINOIS	27.78	31.71	31.78	4.35	2.29	1.13	0.50	0.46
INDIANA	38.46	29.23	27.17	4.21	0.01	0.76	0.11	0.06
IOWA	22.97	57.85	15.57	1.97	0.00	0.97	0.15	0.52
KANSAS	40.11	30.47	22.13	1.96	1.19	1.92	1.13	1.08
KENTUCKY	31.25	50.13	15.73	1.40	0.22	0.59	0.07	0.60
LOUISIANA	37.19	19.29	36.16	4.32	0.14	1.64	0.23	1.03
MAINE	51.37	30.10	12.36	1.44	1.77	0.35	0.76	1.84
MARYLAND	43.23	18.84	27.70	7.00	1.70	0.82	0.43	0.28
MASSACHUSETTS	59.89	15.04	18.42	1.94	3.03	0.52	0.61	0.55
MICHIGAN	39.64	27.25	25.36	6.25	.	0.40	0.26	0.84
MINNESOTA	15.89	58.87	21.21	2.61	0.00	1.19	0.00	0.23
MISSISSIPPI	36.71	37.76	23.89	1.10	0.09	0.01	0.05	0.38
MISSOURI	38.32	34.99	19.76	4.32	1.71	0.33	0.24	0.35
MONTANA	55.52	24.78	16.34	0.90	0.06	1.26	0.57	0.57
NEBRASKA	60.87	21.05	14.50	1.66	0.26	0.64	0.15	0.89
NEVADA	24.81	54.23	15.19	4.61	0.01	0.01	0.06	1.07
NEW HAMPSHIRE	51.35	20.03	21.05	2.12	3.21	0.24	1.46	0.54
NEW JERSEY	38.45	20.49	29.41	5.63	5.17	0.37	0.07	0.41
NEW MEXICO	50.56	29.87	17.88	0.17	0.27	0.98	0.00	0.28
NEW YORK	7.51	33.90	42.18	7.97	6.64	0.66	0.61	0.53
NORTH CAROLINA	49.25	29.39	16.56	2.52	0.34	1.08	0.38	0.48
NORTH DAKOTA	70.62	9.70	14.35	2.74	0.18	0.98	0.69	0.75
OHIO	35.27	23.67	27.08	6.77	5.65	0.51	0.00	1.05
OKLAHOMA	50.12	29.49	17.39	1.32	0.16	0.99	0.18	0.35
OREGON	58.95	25.61	12.16	0.41	1.26	0.80	0.24	0.58
PENNSYLVANIA	37.93	28.08	29.95	2.65	0.38	0.17	0.09	0.75
PUERTO RICO	10.60	44.16	30.37	5.74	2.96	0.44	0.41	5.33
RHODE ISLAND	51.39	14.72	27.88	1.03	2.97	0.00	1.12	0.89
SOUTH CAROLINA	34.37	40.99	20.72	2.34	0.01	0.97	0.07	0.53
SOUTH DAKOTA	8.58	75.11	10.86	0.38	0.34	1.78	2.33	0.62
TENNESSEE	45.34	33.29	16.77	1.96	0.52	0.92	0.16	1.05
TEXAS	3.78	77.28	11.60	2.33	0.13	0.20	0.05	4.63
UTAH	39.86	40.17	14.60	4.38	0.00	0.50	0.00	0.48
VERMONT	75.28	7.61	10.43	0.89	1.62	0.03	1.52	2.62
VIRGINIA	40.72	27.05	27.78	1.80	0.49	0.78	0.47	0.91
WASHINGTON	41.52	34.48	20.50	1.37	0.54	0.37	0.01	1.22
WEST VIRGINIA	46.75	31.30	20.50	1.07	0.07	0.10	0.02	0.19
WISCONSIN	31.06	38.33	27.91	1.86	0.03	0.64	0.01	0.15
WYOMING	35.81	45.63	15.77	0.56	0.04	1.20	0.60	0.39
AMERICAN SAMOA	60.18	10.48	4.79	24.25	0.00	0.00	0.00	0.30
GUAM	36.54	34.88	24.85	3.68	0.00	0.00	0.06	0.00
NORTHERN MARIANAS	23.47	26.35	50.18	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	11.43	17.53	65.02	2.52	0.08	0.00	1.83	1.60
BUR. OF INDIAN AFFAIRS	13.67	74.89	9.14	0.31	1.54	.	.	0.46
U.S. AND INSULAR AREAS	31.34	37.34	24.42	3.59	1.60	0.55	0.27	0.88
50 STATES, D.C. & P.R.	31.37	37.30	24.43	3.59	1.60	0.56	0.27	0.88

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TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	67,514	24,791	1,429	58	.	151	354
ALASKA	6,142	3,483	1,658	18	1	25	0	2
ARIZONA	4,282	27,128	9,865	747	489	278	328	57
ARKANSAS	17,029	18,831	5,882	177	546	449	179	61
CALIFORNIA	102,468	168,561	104,765	12,758	5,396	0	.	.
COLORADO	12,100	26,243	8,628	528	45	200	384	282
CONNECTICUT	29,465	10,741	12,047	2,242	1,629	194	978	536
DELAWARE	3,616	4,987	1,926	1,300	11	19	55	184
DISTRICT OF COLUMBIA	1,137	1,852	2,242	667	416	10	280	67
FLORIDA	58,264	67,396	55,113	9,179	320	741	347	2,172
GEORGIA	933	59,933	22,928	1,011	97	1,021	69	50
HAWAII	4,497	4,614	2,873	131	25	50	39	46
IDAHO	9,857	4,703	2,619	193	0	136	111	0
ILLINOIS	55,739	74,284	66,240	8,032	5,096	2,670	1,131	1,064
INDIANA	37,708	31,554	28,856	2,442	6	758	121	61
IOWA	10,200	32,741	6,847	998	0	535	87	186
KANSAS	15,046	12,892	8,615	830	0	814	398	90
KENTUCKY	18,376	34,820	10,757	942	70	429	53	315
LOUISIANA	23,478	13,136	22,021	2,449	94	1,125	150	242
MAINE	12,593	8,327	3,273	291	254	69	195	110
MARYLAND	34,255	15,145	23,767	4,891	1,125	695	377	146
MASSACHUSETTS	78,021	20,689	23,577	2,645	4,095	725	838	739
MICHIGAN	63,620	37,491	35,377	8,303	.	621	407	948
MINNESOTA	9,725	47,750	12,379	1,684	0	958	0	176
MISSISSIPPI	18,298	21,672	13,181	331	53	8	30	202
MISSOURI	45,372	41,428	23,396	5,110	2,020	390	286	410
MONTANA	7,746	3,758	2,178	60	9	161	86	78
NEBRASKA	17,218	6,531	4,081	419	79	196	45	153
NEVADA	3,553	8,492	1,722	587	2	1	10	169
NEW HAMPSHIRE	8,754	3,436	3,106	319	536	43	258	26
NEW JERSEY	58,727	35,217	46,723	8,680	8,113	586	115	705
NEW MEXICO	15,101	9,070	5,298	48	78	297	0	60
NEW YORK	19,196	97,852	118,081	19,554	9,875	1,751	1,684	1,506
NORTH CAROLINA	50,288	32,945	18,125	2,412	213	1,226	420	422
NORTH DAKOTA	8,282	1,168	1,374	133	11	105	81	36
OHIO	66,767	45,086	54,175	10,672	10,649	1,046	0	2,066
OKLAHOMA	28,817	18,462	10,124	594	33	621	97	162
OREGON	26,824	12,200	5,025	136	494	379	114	277
PENNSYLVANIA	64,265	52,762	55,378	3,812	68	297	167	148
PUERTO RICO	1,903	15,916	10,561	1,845	957	155	146	1,705
RHODE ISLAND	9,424	2,788	4,814	179	483	0	220	173
SOUTH CAROLINA	20,499	30,776	15,335	1,776	6	706	56	157
SOUTH DAKOTA	1,172	9,848	823	33	21	256	335	50
TENNESSEE	40,102	32,545	16,280	1,631	434	877	154	1,010
TEXAS	11,062	226,386	28,837	6,489	340	332	153	14,247
UTAH	16,190	16,331	5,801	1,775	0	204	0	196
VERMONT	8,977	921	1,009	75	102	4	185	37
VIRGINIA	38,299	28,139	26,231	1,512	500	798	492	278
WASHINGTON	26,707	22,402	10,848	766	183	231	8	707
WEST VIRGINIA	18,276	13,470	8,517	442	26	15	7	39
WISCONSIN	21,405	28,383	16,771	1,240	21	494	9	101
WYOMING	2,490	3,378	1,145	40	3	89	45	27
AMERICAN SAMOA	171	35	15	64	0	0	0	1
GUAM	479	584	416	62	0	0	1	0
NORTHERN MARIANAS	65	73	139	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	102	230	808	33	0	0	24	21
BUR. OF INDIAN AFFAIRS	800	4,384	535	18	90	.	.	27
U.S. AND INSULAR AREAS	1,265,882	1,621,483	1,007,898	134,734	55,172	23,790	11,906	33,084
50 STATES, D.C. & P.R.	1,264,265	1,616,177	1,005,985	134,557	55,082	23,790	11,881	33,035

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TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	71.60	26.29	1.52	0.06	.	0.16	0.38
ALASKA	54.21	30.74	14.64	0.16	0.01	0.22	0.00	0.02
ARIZONA	9.92	62.83	22.85	1.73	1.13	0.64	0.76	0.13
ARKANSAS	39.46	43.64	13.63	0.41	1.27	1.04	0.41	0.14
CALIFORNIA	26.01	42.79	26.59	3.24	1.37	0.00	.	.
COLORADO	24.99	54.21	17.82	1.09	0.09	0.41	0.79	0.58
CONNECTICUT	50.95	18.57	20.83	3.88	2.82	0.34	1.69	0.93
DELAWARE	29.89	41.22	15.92	10.75	0.09	0.16	0.45	1.52
DISTRICT OF COLUMBIA	17.04	27.76	33.61	10.00	6.24	0.15	4.20	1.00
FLORIDA	30.11	34.82	28.48	4.74	0.17	0.38	0.18	1.12
GEORGIA	1.08	69.66	26.65	1.18	0.11	1.19	0.08	0.06
HAWAII	36.64	37.59	23.41	1.07	0.20	0.41	0.32	0.37
IDAHO	55.95	26.69	14.86	1.10	0.00	0.77	0.63	0.00
ILLINOIS	26.02	34.67	30.92	3.75	2.38	1.25	0.53	0.50
INDIANA	37.15	31.09	28.43	2.41	0.01	0.75	0.12	0.06
IOWA	19.77	63.46	13.27	1.93	0.00	1.04	0.17	0.36
KANSAS	38.89	33.33	22.27	2.15	0.00	2.10	1.03	0.23
KENTUCKY	27.94	52.95	16.36	1.43	0.11	0.65	0.08	0.48
LOUISIANA	37.45	20.95	35.12	3.91	0.15	1.79	0.24	0.39
MAINE	50.15	33.16	13.03	1.16	1.01	0.27	0.78	0.44
MARYLAND	42.61	18.84	29.56	6.08	1.40	0.86	0.47	0.18
MASSACHUSETTS	59.41	15.75	17.95	2.01	3.12	0.55	0.64	0.56
MICHIGAN	43.35	25.54	24.10	5.66	.	0.42	0.28	0.65
MINNESOTA	13.38	65.71	17.03	2.32	0.00	1.32	0.00	0.24
MISSISSIPPI	34.03	40.30	24.51	0.62	0.10	0.01	0.06	0.38
MISSOURI	38.32	34.99	19.76	4.32	1.71	0.33	0.24	0.35
MONTANA	55.03	26.70	15.47	0.43	0.06	1.14	0.61	0.55
NEBRASKA	59.95	22.74	14.21	1.46	0.28	0.68	0.16	0.53
NEVADA	24.44	58.42	11.85	4.04	0.01	0.01	0.07	1.16
NEW HAMPSHIRE	53.13	20.85	18.85	1.94	3.25	0.26	1.57	0.16
NEW JERSEY	36.97	22.17	29.41	5.46	5.11	0.37	0.07	0.44
NEW MEXICO	50.42	30.28	17.69	0.16	0.26	0.99	0.00	0.20
NEW YORK	7.12	36.31	43.82	7.26	3.66	0.65	0.62	0.56
NORTH CAROLINA	47.42	31.07	17.09	2.27	0.20	1.16	0.40	0.40
NORTH DAKOTA	74.01	10.44	12.28	1.19	0.10	0.94	0.72	0.32
OHIO	35.06	23.67	28.44	5.60	5.59	0.55	0.00	1.08
OKLAHOMA	48.92	31.34	17.19	1.01	0.06	1.05	0.16	0.27
OREGON	59.02	26.84	11.06	0.30	1.09	0.83	0.25	0.61
PENNSYLVANIA	36.33	29.83	31.31	2.15	0.04	0.17	0.09	0.08
PUERTO RICO	5.73	47.96	31.82	5.56	2.88	0.47	0.44	5.14
RHODE ISLAND	52.12	15.42	26.62	0.99	2.67	0.00	1.22	0.96
SOUTH CAROLINA	29.58	44.40	22.12	2.56	0.01	1.02	0.08	0.23
SOUTH DAKOTA	9.35	78.55	6.56	0.26	0.17	2.04	2.67	0.40
TENNESSEE	43.11	34.98	17.50	1.75	0.47	0.94	0.17	1.09
TEXAS	3.84	78.65	10.02	2.25	0.12	0.12	0.05	4.95
UTAH	39.98	40.33	14.32	4.38	0.00	0.50	0.00	0.48
VERMONT	79.37	8.14	8.92	0.66	0.90	0.04	1.64	0.33
VIRGINIA	39.79	29.24	27.25	1.57	0.52	0.83	0.51	0.29
WASHINGTON	43.18	36.22	17.54	1.24	0.30	0.37	0.01	1.14
WEST VIRGINIA	44.80	33.02	20.88	1.08	0.06	0.04	0.02	0.10
WISCONSIN	31.28	41.48	24.51	1.81	0.03	0.72	0.01	0.15
WYOMING	34.50	46.81	15.87	0.55	0.04	1.23	0.62	0.37
AMERICAN SAMOA	59.79	12.24	5.24	22.38	0.00	0.00	0.00	0.35
GUAM	31.06	37.87	26.98	4.02	0.00	0.00	0.06	0.00
NORTHERN MARIANAS	23.47	26.35	50.18	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	8.37	18.88	66.34	2.71	0.00	0.00	1.97	1.72
BUR. OF INDIAN AFFAIRS	13.67	74.89	9.14	0.31	1.54	.	.	0.46
U.S. AND INSULAR AREAS	30.47	39.03	24.26	3.24	1.33	0.57	0.29	0.80
50 STATES, D.C. & P.R.	30.50	38.99	24.27	3.25	1.33	0.57	0.29	0.80

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TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

MENTAL RETARDATION

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	8,652	20,319	1,029	34	.	2	44
ALASKA	242	65	226	0	0	0	0	0
ARIZONA	65	674	2,580	389	85	0	0	7
ARKANSAS	1,296	5,231	3,811	55	402	249	78	14
CALIFORNIA	706	478	19,393	2,361	292	0	.	.
COLORADO	41	609	2,478	48	33	0	3	7
CONNECTICUT	80	581	2,229	683	111	19	88	29
DELAWARE	44	393	304	471	2	1	18	11
DISTRICT OF COLUMBIA	1	135	603	279	47	0	4	0
FLORIDA	83	1,150	16,140	5,913	48	65	28	75
GEORGIA	161	9,259	12,077	472	38	333	27	10
HAWAII	24	222	922	38	8	26	0	6
IDAHO	267	234	2,147	33	0	0	0	0
ILLINOIS	82	729	18,084	3,217	1,591	277	620	13
INDIANA	34	2,048	15,828	1,786	0	44	49	19
IOWA	18	6,533	3,254	551	0	94	15	6
KANSAS	287	573	4,269	160	0	130	48	6
KENTUCKY	1,084	10,234	6,383	340	1	0	2	61
LOUISIANA	285	857	7,232	1,612	58	465	38	41
MAINE	288	1,052	1,303	50	83	0	1	10
MARYLAND	162	410	2,828	1,666	176	9	42	7
MASSACHUSETTS	16,540	4,387	4,999	561	869	154	178	156
MICHIGAN	674	2,831	11,205	4,509	.	11	9	155
MINNESOTA	214	3,270	6,259	514	0	107	0	21
MISSISSIPPI	116	2,868	5,188	211	6	1	6	40
MISSOURI	888	2,500	10,850	2,390	1,272	88	26	180
MONTANA	103	201	787	22	7	6	14	4
NEBRASKA	582	1,458	1,934	206	18	52	19	9
NEVADA	12	239	483	341	0	0	1	0
NEW HAMPSHIRE	309	110	410	21	118	0	23	4
NEW JERSEY	56	130	3,090	2,052	628	69	18	29
NEW MEXICO	63	697	1,242	12	1	67	0	3
NEW YORK	82	987	14,423	5,959	689	245	250	88
NORTH CAROLINA	1,669	7,896	9,161	1,615	134	65	289	72
NORTH DAKOTA	101	258	1,046	46	5	22	28	12
OHIO	874	4,925	35,264	6,663	116	373	0	47
OKLAHOMA	851	3,885	6,213	277	4	86	9	16
OREGON	311	705	2,363	28	9	107	1	21
PENNSYLVANIA	482	5,034	22,023	2,044	4	139	0	50
PUERTO RICO	421	6,186	7,522	1,429	378	32	23	297
RHODE ISLAND	7	23	792	1	169	0	24	6
SOUTH CAROLINA	710	5,683	7,224	1,259	0	298	2	52
SOUTH DAKOTA	36	975	427	8	10	35	87	0
TENNESSEE	806	4,176	7,073	680	180	259	121	32
TEXAS	59	9,094	9,198	2,330	107	39	14	177
UTAH	335	656	1,903	280	0	53	0	4
VERMONT	695	113	733	0	15	0	7	8
VIRGINIA	378	2,680	8,879	766	39	261	51	72
WASHINGTON	491	2,012	4,081	250	8	36	0	29
WEST VIRGINIA	391	2,381	5,063	355	24	2	1	20
WISCONSIN	180	1,203	3,155	395	1	5	0	3
WYOMING	3	145	361	26	0	56	12	2
AMERICAN SAMOA	67	35	0	51	0	0	0	0
GUAM	55	104	134	20	0	0	0	0
NORTHERN MARIANAS	0	0	46	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	389	33	0	0	2	0
BUR. OF INDIAN AFFAIRS	14	205	127	4	26	.	.	11
U.S. AND INSULAR AREAS	33,825	128,171	336,457	56,511	7,846	4,380	2,278	1,986
50 STATES, D.C. & P.R.	33,689	127,827	335,761	56,403	7,820	4,380	2,276	1,975

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TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

MENTAL RETARDATION

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	28.76	67.55	3.42	0.11	.	0.01	0.15
ALASKA	45.40	12.20	42.40	0.00	0.00	0.00	0.00	0.00
ARIZONA	1.71	17.74	67.89	10.24	2.24	0.00	0.00	0.18
ARKANSAS	11.64	46.97	34.22	0.49	3.61	2.24	0.70	0.13
CALIFORNIA	3.04	2.06	83.48	10.16	1.26	0.00	.	.
COLORADO	1.27	18.92	76.98	1.49	1.03	0.00	0.09	0.22
CONNECTICUT	2.09	15.21	58.35	17.88	2.91	0.50	2.30	0.76
DELAWARE	3.54	31.59	24.44	37.86	0.16	0.08	1.45	0.88
DISTRICT OF COLUMBIA	0.09	12.63	56.41	26.10	4.40	0.00	0.37	0.00
FLORIDA	0.35	4.89	68.68	25.16	0.20	0.28	0.12	0.32
GEORGIA	0.72	41.38	53.97	2.11	0.17	1.49	0.12	0.04
HAWAII	1.93	17.82	74.00	3.05	0.64	2.09	0.00	0.48
IDAHO	9.96	8.73	80.08	1.23	0.00	0.00	0.00	0.00
ILLINOIS	0.33	2.96	73.47	13.07	6.46	1.13	2.52	0.05
INDIANA	0.17	10.34	79.91	9.02	0.00	0.22	0.25	0.10
IOWA	0.17	62.39	31.08	5.26	0.00	0.90	0.14	0.06
KANSAS	5.24	10.47	78.00	2.92	0.00	2.38	0.88	0.11
KENTUCKY	5.99	56.53	35.26	1.88	0.01	0.00	0.01	0.34
LOUISIANA	2.69	8.09	68.30	15.22	0.55	4.39	0.36	0.39
MAINE	10.33	37.75	46.75	1.79	2.98	0.00	0.04	0.36
MARYLAND	3.06	7.74	53.36	31.43	3.32	0.17	0.79	0.13
MASSACHUSETTS	59.40	15.76	17.95	2.01	3.12	0.55	0.64	0.56
MICHIGAN	3.48	14.60	57.78	23.25	.	0.06	0.05	0.80
MINNESOTA	2.06	31.49	60.27	4.95	0.00	1.03	0.00	0.20
MISSISSIPPI	1.38	34.00	61.50	2.50	0.07	0.01	0.07	0.47
MISSOURI	4.88	13.74	59.64	13.14	6.99	0.48	0.14	0.99
MONTANA	9.00	17.57	68.79	1.92	0.61	0.52	1.22	0.35
NEBRASKA	13.60	34.08	45.21	4.82	0.42	1.22	0.44	0.21
NEVADA	1.12	22.21	44.89	31.69	0.00	0.00	0.09	0.00
NEW HAMPSHIRE	31.06	11.06	41.21	2.11	11.86	0.00	2.31	0.40
NEW JERSEY	0.92	2.14	50.89	33.79	10.34	1.14	0.30	0.48
NEW MEXICO	3.02	33.43	59.57	0.58	0.05	3.21	0.00	0.14
NEW YORK	0.36	4.34	63.47	26.22	3.03	1.08	1.10	0.39
NORTH CAROLINA	7.99	37.78	43.83	7.73	0.64	0.31	1.38	0.34
NORTH DAKOTA	6.65	17.00	68.91	3.03	0.33	1.45	1.84	0.79
OHIO	1.81	10.20	73.07	13.81	0.24	0.77	0.00	0.10
OKLAHOMA	7.50	34.26	54.78	2.44	0.04	0.76	0.08	0.14
OREGON	8.77	19.89	66.66	0.79	0.25	3.02	0.03	0.59
PENNSYLVANIA	1.62	16.91	73.96	6.86	0.01	0.47	0.00	0.17
PUERTO RICO	2.58	37.98	46.18	8.77	2.32	0.20	0.14	1.82
RHODE ISLAND	0.68	2.25	77.50	0.10	16.54	0.00	2.35	0.59
SOUTH CAROLINA	4.66	37.32	47.44	8.27	0.00	1.96	0.01	0.34
SOUTH DAKOTA	2.28	61.79	27.06	0.51	0.63	2.22	5.51	0.00
TENNESSEE	6.05	31.33	53.07	5.10	1.35	1.94	0.91	0.24
TEXAS	0.28	43.27	43.76	11.09	0.51	0.19	0.07	0.84
UTAH	10.37	20.30	58.90	8.67	0.00	1.64	0.00	0.12
VERMONT	44.24	7.19	46.66	0.00	0.95	0.00	0.45	0.51
VIRGINIA	2.88	20.42	67.64	5.84	0.30	1.99	0.39	0.55
WASHINGTON	7.11	29.13	59.08	3.62	0.12	0.52	0.00	0.42
WEST VIRGINIA	4.75	28.91	61.47	4.31	0.29	0.02	0.01	0.24
WISCONSIN	3.64	24.34	63.84	7.99	0.02	0.10	0.00	0.06
WYOMING	0.50	23.97	59.67	4.30	0.00	9.26	1.98	0.33
AMERICAN SAMOA	43.79	22.88	0.00	33.33	0.00	0.00	0.00	0.00
GUAM	17.57	33.23	42.81	6.39	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	91.75	7.78	0.00	0.00	0.47	0.00
BUR. OF INDIAN AFFAIRS	3.62	52.97	32.82	1.03	6.72	.	.	2.84
U.S. AND INSULAR AREAS	5.92	22.43	58.88	9.89	1.37	0.77	0.40	0.35
50 STATES, D.C. & P.R.	5.91	22.42	58.89	9.89	1.37	0.77	0.40	0.35

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NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	22,290	190	13	0	.	1	8
ALASKA	2,121	529	145	14	0	4	0	0
ARIZONA	2,764	8,885	1,275	45	14	0	0	1
ARKANSAS	6,501	263	95	2	0	1	0	2
CALIFORNIA	82,779	2,489	4,685	570	61	0	.	.
COLORADO	5,494	1,899	400	3	0	0	1	2
CONNECTICUT	7,796	465	735	26	28	0	5	1
DELAWARE	1,372	217	0	0	0	0	0	0
DISTRICT OF COLUMBIA	913	13	92	1	2	0	0	0
FLORIDA	45,196	11,221	1,244	30	60	0	0	6
GEORGIA	246	18,110	58	3	3	0	0	1
HAWAII	2,100	38	30	0	0	0	0	0
IDAHO	3,136	0	0	0	0	0	0	0
ILLINOIS	50,649	1,222	1,579	141	8	3	6	2
INDIANA	35,421	0	0	2	0	51	0	0
IOWA	9,107	157	29	0	0	0	0	0
KANSAS	8,753	4,204	315	21	0	1	118	6
KENTUCKY	14,912	5,532	85	0	49	0	0	0
LOUISIANA	16,636	364	1,193	22	8	5	1	12
MAINE	4,789	535	143	3	11	0	1	6
MARYLAND	18,241	1,905	3,715	287	72	2	3	16
MASSACHUSETTS	17,945	4,758	5,422	609	942	168	193	169
MICHIGAN	30,346	615	848	50	.	3	20	366
MINNESOTA	2,452	10,888	464	17	0	2	0	1
MISSISSIPPI	14,302	2,191	759	20	12	0	0	1
MISSOURI	25,408	3,794	1,450	202	52	0	0	2
MONTANA	3,363	75	21	0	0	5	0	12
NEBRASKA	7,261	74	137	27	9	3	1	2
NEVADA	2,289	608	100	2	0	0	0	0
NEW HAMPSHIRE	1,680	439	539	14	19	1	2	5
NEW JERSEY	46,931	399	1,594	61	421	0	0	3
NEW MEXICO	5,460	2,107	1,076	0	33	0	0	3
NEW YORK	14,886	2,888	5,441	505	133	73	87	17
NORTH CAROLINA	22,154	1,250	166	6	12	0	0	24
NORTH DAKOTA	3,238	113	60	49	4	0	0	13
OHIO	40,960	0	0	0	8,525	45	0	0
OKLAHOMA	14,758	662	29	19	2	1	0	.
OREGON	9,949	929	495	6	30	0	7	6
PENNSYLVANIA	45,738	4,703	175	56	0	0	0	9
PUERTO RICO	438	625	172	13	23	1	0	5
RHODE ISLAND	2,723	88	97	2	4	0	0	0
SOUTH CAROLINA	16,606	1,237	230	0	1	0	0	4
SOUTH DAKOTA	310	3,336	78	0	0	0	0	4
TENNESSEE	19,406	2,807	454	147	0	0	0	0
TEXAS	2,647	49,803	270	32	9	1	0	12
UTAH	5,270	2,042	111	22	0	0	0	0
VERMONT	2,788	184	61	4	13	0	7	6
VIRGINIA	18,977	3,375	87	4	4	1	2	9
WASHINGTON	10,971	310	6	0	20	5	0	270
WEST VIRGINIA	10,463	145	9	0	0	0	0	1
WISCONSIN	10,789	1,840	203	8	13	0	1	2
WYOMING	1,632	240	88	1	1	0	1	0
AMERICAN SAMOA	104	0	0	0	0	0	0	0
GUAM	109	4	3	0	0	0	1	0
NORTHERN MARIANAS	6	10	24	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	100	0	70	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	200	1,332	0	0	0	.	.	0
U.S. AND INSULAR AREAS	731,585	184,209	36,747	3,059	10,598	376	458	1,010
50 STATES, D.C. & P.R.	731,066	182,863	36,650	3,059	10,598	376	457	1,010

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PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	99.06	0.84	0.06	0.00	.	0.00	0.04
ALASKA	75.40	18.81	5.15	0.50	0.00	0.14	0.00	0.00
ARIZONA	21.29	68.43	9.82	0.35	0.11	0.00	0.00	0.01
ARKANSAS	94.71	3.83	1.38	0.03	0.00	0.01	0.00	0.03
CALIFORNIA	91.38	2.75	5.17	0.63	0.07	0.00	.	.
COLORADO	70.44	24.35	5.13	0.04	0.00	0.00	0.01	0.03
CONNECTICUT	86.09	5.13	8.12	0.29	0.31	0.00	0.06	0.01
DELAWARE	86.34	13.66	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	89.42	1.27	9.01	0.10	0.20	0.00	0.00	0.00
FLORIDA	78.25	19.43	2.15	0.05	0.10	0.00	0.00	0.01
GEORGIA	1.34	98.31	0.31	0.02	0.02	0.00	0.00	0.01
HAWAII	96.86	1.75	1.38	0.00	0.00	0.00	0.00	0.00
IDAHO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	94.48	2.28	2.95	0.26	0.01	0.01	0.01	0.00
INDIANA	99.85	0.00	0.00	0.01	0.00	0.14	0.00	0.00
IOWA	98.00	1.69	0.31	0.00	0.00	0.00	0.00	0.00
KANSAS	65.23	31.33	2.35	0.16	0.00	0.01	0.88	0.04
KENTUCKY	72.47	26.88	0.41	0.00	0.24	0.00	0.00	0.00
LOUISIANA	91.20	2.00	6.54	0.12	0.04	0.03	0.01	0.07
MAINE	87.26	9.75	2.61	0.05	0.20	0.00	0.02	0.11
MARYLAND	75.25	7.86	15.33	1.18	0.30	0.01	0.01	0.07
MASSACHUSETTS	59.41	15.75	17.95	2.02	3.12	0.56	0.64	0.56
MICHIGAN	94.10	1.91	2.63	0.16	.	0.01	0.06	1.13
MINNESOTA	17.74	78.76	3.36	0.12	0.00	0.01	0.00	0.01
MISSISSIPPI	82.74	12.68	4.39	0.12	0.07	0.00	0.00	0.01
MISSOURI	82.21	12.28	4.69	0.65	0.17	0.00	0.00	0.01
MONTANA	96.75	2.16	0.60	0.00	0.00	0.14	0.00	0.35
NEBRASKA	96.63	0.98	1.82	0.36	0.12	0.04	0.01	0.03
NEVADA	76.33	20.27	3.33	0.07	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	62.25	16.27	19.97	0.52	0.70	0.04	0.07	0.19
NEW JERSEY	94.98	0.81	3.23	0.12	0.85	0.00	0.00	0.01
NEW MEXICO	62.91	24.28	12.40	0.00	0.38	0.00	0.00	0.03
NEW YORK	61.95	12.02	22.64	2.10	0.55	0.30	0.36	0.07
NORTH CAROLINA	93.83	5.29	0.70	0.03	0.05	0.00	0.00	0.10
NORTH DAKOTA	93.13	3.25	1.73	1.41	0.12	0.00	0.00	0.37
OHIO	82.70	0.00	0.00	0.00	17.21	0.09	0.00	0.00
OKLAHOMA	95.39	4.28	0.19	0.12	0.01	0.01	0.00	0.01
OREGON	87.10	8.13	4.33	0.05	0.26	0.00	0.06	0.05
PENNSYLVANIA	90.25	9.28	0.35	0.11	0.00	0.00	0.00	0.02
PUERTO RICO	34.30	48.94	13.47	1.02	1.80	0.08	0.00	0.39
RHODE ISLAND	93.45	3.02	3.33	0.07	0.14	0.00	0.00	0.00
SOUTH CAROLINA	91.86	6.84	1.27	0.00	0.01	0.00	0.00	0.02
SOUTH DAKOTA	8.32	89.48	2.09	0.00	0.00	0.00	0.00	0.11
TENNESSEE	85.06	12.30	1.99	0.64	0.00	0.00	0.00	0.00
TEXAS	5.02	94.37	0.51	0.06	0.02	0.00	0.00	0.02
UTAH	70.79	27.43	1.49	0.30	0.00	0.00	0.00	0.00
VERMONT	91.02	6.01	1.99	0.13	0.42	0.00	0.23	0.20
VIRGINIA	84.50	15.03	0.39	0.02	0.02	0.00	0.01	0.04
WASHINGTON	94.72	2.68	0.05	0.00	0.17	0.04	0.00	2.33
WEST VIRGINIA	98.54	1.37	0.08	0.00	0.00	0.00	0.00	0.01
WISCONSIN	83.92	14.31	1.58	0.06	0.10	0.00	0.01	0.02
WYOMING	83.14	12.23	4.48	0.05	0.05	0.00	0.05	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	93.16	3.42	2.56	0.00	0.00	0.00	0.85	0.00
NORTHERN MARIANAS	15.00	25.00	60.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	58.82	0.00	41.18	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	13.05	86.95	0.00	0.00	0.00	.	.	0.00
U.S. AND INSULAR AREAS	75.57	19.03	3.80	0.32	1.09	0.04	0.05	0.10
50 STATES, D.C. & P.R.	75.67	18.93	3.79	0.32	1.10	0.04	0.05	0.10

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TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

VISUAL IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	.	279	38	4	0	.	0	2
ALASKA	26	5	3	0	0	0	0	0
ARIZONA	68	132	43	0	5	59	0	2
ARKANSAS	53	34	7	33	2	54	0	0
CALIFORNIA	701	236	1,298	158	18	0	.	.
COLORADO	159	62	12	0	0	20	0	0
CONNECTICUT	154	44	114	56	23	0	27	7
DELAWARE	56	95	7	39	0	0	1	1
DISTRICT OF COLUMBIA	18	1	25	0	0	0	0	0
FLORIDA	329	179	134	16	0	109	0	4
GEORGIA	15	268	43	32	0	103	0	0
HAWAII	40	6	22	7	0	1	0	0
IDAHO	43	18	0	0	0	12	0	0
ILLINOIS	201	243	440	24	10	95	6	0
INDIANA	90	246	43	8	0	151	0	0
IOWA	67	49	5	1	0	53	0	1
KANSAS	117	50	10	9	0	54	0	2
KENTUCKY	255	84	47	8	2	118	2	0
LOUISIANA	137	84	112	4	0	74	0	3
MAINE	58	31	5	0	0	0	0	0
MARYLAND	211	44	67	43	1	124	0	1
MASSACHUSETTS	468	124	142	16	24	3	6	5
MICHIGAN	395	113	177	33	.	0	0	10
MINNESOTA	158	132	22	0	0	1	0	0
MISSISSIPPI	19	54	32	1	0	3	0	3
MISSOURI	170	28	82	2	0	16	0	2
MONTANA	28	25	90	0	0	13	0	2
NEBRASKA	92	35	29	5	0	22	0	1
NEVADA	8	8	52	0	0	0	0	12
NEW HAMPSHIRE	17	4	3	63	5	0	6	0
NEW JERSEY	184	61	50	14	12	72	1	2
NEW MEXICO	41	20	21	0	0	36	0	0
NEW YORK	359	424	267	38	85	0	3	8
NORTH CAROLINA	394	104	34	35	0	43	0	2
NORTH DAKOTA	46	0	7	1	0	9	0	0
OHIO	355	176	212	8	5	136	0	1
OKLAHOMA	98	14	30	12	1	86	1	2
OREGON	194	32	35	3	5	44	1	8
PENNSYLVANIA	689	120	134	25	0	0	6	0
PUERTO RICO	108	306	64	21	8	61	9	12
RHODE ISLAND	26	14	15	0	0	0	9	0
SOUTH CAROLINA	235	83	48	1	0	69	0	0
SOUTH DAKOTA	12	23	1	0	0	15	0	0
TENNESSEE	498	182	57	26	0	132	0	2
TEXAS	411	1,026	184	19	3	14	5	7
UTAH	54	76	63	30	0	1	0	0
VERMONT	37	4	3	0	0	0	1	0
VIRGINIA	424	26	14	2	3	78	0	3
WASHINGTON	109	64	34	1	0	34	0	0
WEST VIRGINIA	103	22	2	1	0	0	0	2
WISCONSIN	124	26	29	2	0	44	0	0
WYOMING	16	11	14	0	0	3	0	0
AMERICAN SAMOA	0	0	0	2	0	0	0	0
GUAM	8	3	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	1	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	7	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	6	9	0	0	0	.	.	1
U.S. AND INSULAR AREAS	8,684	5,539	4,431	803	212	1,962	84	108
50 STATES, D.C. & P.R.	8,670	5,527	4,422	801	212	1,962	84	107

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TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

VISUAL IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	86.38	11.76	1.24	0.00	.	0.00	0.62
ALASKA	76.47	14.71	8.82	0.00	0.00	0.00	0.00	0.00
ARIZONA	22.01	42.72	13.92	0.00	1.62	19.09	0.00	0.65
ARKANSAS	28.96	18.58	3.83	18.03	1.09	29.51	0.00	0.00
CALIFORNIA	29.08	9.79	53.84	6.55	0.75	0.00	.	.
COLORADO	62.85	24.51	4.74	0.00	0.00	7.91	0.00	0.00
CONNECTICUT	36.24	10.35	26.82	13.18	5.41	0.00	6.35	1.65
DELAWARE	28.14	47.74	3.52	19.60	0.00	0.00	0.50	0.50
DISTRICT OF COLUMBIA	40.91	2.27	56.82	0.00	0.00	0.00	0.00	0.00
FLORIDA	42.67	23.22	17.38	2.08	0.00	14.14	0.00	0.52
GEORGIA	3.25	58.13	9.33	6.94	0.00	22.34	0.00	0.00
HAWAII	52.63	7.89	28.95	9.21	0.00	1.32	0.00	0.00
IDAHO	58.90	24.66	0.00	0.00	0.00	16.44	0.00	0.00
ILLINOIS	19.73	23.85	43.18	2.36	0.98	9.32	0.59	0.00
INDIANA	16.73	45.72	7.99	1.49	0.00	28.07	0.00	0.00
IOWA	38.07	27.84	2.84	0.57	0.00	30.11	0.00	0.57
KANSAS	48.35	20.66	4.13	3.72	0.00	22.31	0.00	0.83
KENTUCKY	49.42	16.28	9.11	1.55	0.39	22.87	0.39	0.00
LOUISIANA	33.09	20.29	27.05	0.97	0.00	17.87	0.00	0.72
MAINE	61.70	32.98	5.32	0.00	0.00	0.00	0.00	0.00
MARYLAND	42.97	8.96	13.65	8.76	0.20	25.25	0.00	0.20
MASSACHUSETTS	59.39	15.74	18.02	2.03	3.05	0.38	0.76	0.63
MICHIGAN	54.26	15.52	24.31	4.53	.	0.00	0.00	1.37
MINNESOTA	50.48	42.17	7.03	0.00	0.00	0.32	0.00	0.00
MISSISSIPPI	16.96	48.21	28.57	0.69	0.00	2.68	0.00	2.68
MISSOURI	56.67	9.33	27.33	0.67	0.00	5.33	0.00	0.67
MONTANA	17.72	15.82	56.96	0.00	0.00	8.23	0.00	1.27
NEBRASKA	50.00	19.02	15.76	2.72	0.00	11.96	0.00	0.54
NEVADA	10.00	10.00	65.00	0.00	0.00	0.00	0.00	15.00
NEW HAMPSHIRE	17.35	4.08	3.06	64.29	5.10	0.00	6.12	0.00
NEW JERSEY	46.46	15.40	12.63	3.54	3.03	18.18	0.25	0.51
NEW MEXICO	34.75	16.95	17.80	0.00	0.00	30.51	0.00	0.00
NEW YORK	30.32	35.81	22.55	3.21	7.18	0.00	0.25	0.68
NORTH CAROLINA	64.38	16.99	5.56	5.72	0.00	7.03	0.00	0.33
NORTH DAKOTA	73.02	0.00	11.11	1.59	0.00	14.29	0.00	0.00
OHIO	39.75	19.71	23.74	0.90	0.56	15.23	0.00	0.11
OKLAHOMA	40.16	5.74	12.30	4.92	0.41	35.25	0.41	0.82
OREGON	60.25	9.94	10.87	0.93	1.55	13.66	0.31	2.48
PENNSYLVANIA	70.74	12.32	13.76	2.57	0.00	0.00	0.62	0.00
PUERTO RICO	18.34	51.95	10.87	3.57	1.36	10.36	1.53	2.04
RHODE ISLAND	40.63	21.88	23.44	0.00	0.00	0.00	14.06	0.00
SOUTH CAROLINA	53.90	19.04	11.01	0.23	0.00	15.83	0.00	0.00
SOUTH DAKOTA	23.53	45.10	1.96	0.00	0.00	29.41	0.00	0.00
TENNESSEE	55.52	20.29	6.35	2.90	0.00	14.72	0.00	0.22
TEXAS	24.63	61.47	11.02	1.14	0.18	0.84	0.30	0.42
UTAH	24.11	33.93	28.13	13.39	0.00	0.45	0.00	0.00
VERMONT	82.22	8.89	6.67	0.00	0.00	0.00	2.22	0.00
VIRGINIA	77.09	4.73	2.55	0.36	0.55	14.18	0.00	0.55
WASHINGTON	45.04	26.45	14.05	0.41	0.00	14.05	0.00	0.00
WEST VIRGINIA	79.23	16.92	1.54	0.77	0.00	0.00	0.00	1.54
WISCONSIN	55.11	11.56	12.89	0.89	0.00	19.56	0.00	0.00
WYOMING	36.36	25.00	31.82	0.00	0.00	6.82	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	66.67	25.00	8.33	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	37.50	56.25	0.00	0.00	0.00	.	.	6.25
U.S. AND INSULAR AREAS	39.79	25.38	20.30	3.68	0.97	8.99	0.38	0.49
50 STATES, D.C. & P.R.	39.80	25.37	20.30	3.68	0.97	9.01	0.39	0.49

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TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

SERIOUS EMOTIONAL DISTURBANCE

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	4,457	1,361	132	16	.	143	15
ALASKA	247	82	193	0	1	6	0	0
ARIZONA	43	654	870	60	179	0	324	7
ARKANSAS	49	109	129	0	5	0	27	3
CALIFORNIA	496	657	5,613	683	3,635	0	.	.
COLORADO	1,870	3,914	2,133	185	12	0	361	228
CONNECTICUT	3,734	1,905	2,825	924	948	158	654	351
DELAWARE	347	568	365	237	2	6	25	78
DISTRICT OF COLUMBIA	11	33	412	76	102	0	244	65
FLORIDA	1,045	7,823	10,284	2,330	122	160	300	38
GEORGIA	122	11,718	4,482	368	6	355	32	2
HAWAII	118	172	453	0	6	13	39	22
IDAHO	84	142	197	0	0	22	111	0
ILLINOIS	634	5,001	11,494	3,249	3,038	1,924	420	49
INDIANA	432	836	2,703	307	6	70	42	28
IOWA	196	3,504	2,324	231	0	241	43	30
KANSAS	750	894	1,874	531	0	227	144	26
KENTUCKY	64	1,077	1,085	315	1	0	35	36
LOUISIANA	329	598	2,311	285	0	139	84	42
MAINE	1,555	1,251	714	179	130	2	162	38
MARYLAND	367	363	1,522	576	536	201	243	26
MASSACHUSETTS	10,689	2,835	3,230	363	560	99	114	101
MICHIGAN	5,727	5,092	5,881	1,514	.	419	335	204
MINNESOTA	1,223	5,089	2,382	1,042	0	722	0	129
MISSISSIPPI	9	80	134	2	2	1	13	17
MISSOURI	1,866	4,538	3,596	976	490	86	252	98
MONTANA	194	136	227	18	0	46	56	8
NEBRASKA	1,020	641	610	68	46	12	15	35
NEVADA	55	502	228	54	0	0	5	31
NEW HAMPSHIRE	676	290	329	10	189	28	120	8
NEW JERSEY	915	2,235	4,739	2,069	3,603	267	30	322
NEW MEXICO	956	725	1,327	25	2	73	0	22
NEW YORK	567	7,207	22,697	5,392	5,414	1,260	775	689
NORTH CAROLINA	2,793	2,228	3,108	328	14	361	15	145
NORTH DAKOTA	176	81	109	2	1	20	34	2
OHIO	408	433	3,346	2,897	33	126	0	389
OKLAHOMA	110	191	874	70	5	103	35	62
OREGON	741	628	682	61	315	103	87	93
PENNSYLVANIA	1,162	4,219	7,048	992	54	95	152	62
PUERTO RICO	41	221	528	44	6	0	3	69
RHODE ISLAND	253	228	545	9	185	0	126	14
SOUTH CAROLINA	526	2,954	2,084	312	1	27	52	60
SOUTH DAKOTA	33	212	87	9	8	64	114	7
TENNESSEE	461	584	830	110	119	191	15	90
TEXAS	898	13,071	5,870	1,672	40	97	78	6,690
UTAH	3,293	4,200	1,402	274	0	96	0	139
VERMONT	457	71	47	64	18	1	63	5
VIRGINIA	1,300	1,615	3,518	334	278	72	330	95
WASHINGTON	970	1,311	1,061	183	87	7	7	84
WEST VIRGINIA	710	606	825	54	0	10	4	12
WISCONSIN	1,936	4,323	3,304	238	2	50	4	29
WYOMING	86	184	187	5	0	15	20	12
AMERICAN SAMOA	0	0	0	3	0	0	0	0
GUAM	10	8	12	0	0	0	0	0
NORTHERN MARIANAS	1	0	1	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	4	12	0	0	0	18	12
BUR. OF INDIAN AFFAIRS	64	122	60	4	42	.	.	2
U.S. AND INSULAR AREAS	52,819	112,622	134,264	29,866	20,259	7,975	6,309	10,821
50 STATES, D.C. & P.R.	52,744	112,488	134,179	29,859	20,217	7,975	6,291	10,807

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TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

SERIOUS EMOTIONAL DISTURBANCE

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	72.78	22.22	2.16	0.26	.	2.34	0.24
ALASKA	46.69	15.50	36.48	0.00	0.19	1.13	0.00	0.00
ARIZONA	2.01	30.60	40.71	2.81	8.38	0.00	15.16	0.33
ARKANSAS	15.22	33.85	40.06	0.00	1.55	0.00	8.39	0.93
CALIFORNIA	4.47	5.93	50.64	6.16	32.80	0.00	.	.
COLORADO	21.49	44.97	24.51	2.13	0.14	0.00	4.15	2.62
CONNECTICUT	32.47	16.57	24.57	8.04	8.24	1.37	5.69	3.05
DELAWARE	21.31	34.89	22.42	14.56	0.12	0.37	1.54	4.79
DISTRICT OF COLUMBIA	1.17	3.50	43.69	8.06	10.82	0.00	25.87	6.89
FLORIDA	4.73	35.39	46.53	10.54	0.55	0.72	1.36	0.17
GEORGIA	0.71	68.59	26.23	2.15	0.04	2.08	0.19	0.01
HAWAII	14.34	20.90	55.04	0.00	0.73	1.58	4.74	2.67
IDAHO	15.11	25.54	35.43	0.00	0.00	3.96	19.96	0.00
ILLINOIS	2.46	19.37	44.53	12.59	11.77	7.45	1.64	0.19
INDIANA	9.76	18.90	61.10	6.94	0.14	1.58	0.95	0.63
IOWA	2.98	53.34	35.38	3.52	0.00	3.67	0.65	0.46
KANSAS	16.87	20.11	42.15	11.94	0.00	5.11	3.24	0.58
KENTUCKY	2.45	41.22	41.52	12.06	0.04	0.00	1.34	1.38
LOUISIANA	8.69	15.79	61.01	7.52	0.00	3.67	2.22	1.11
MAINE	38.58	31.03	17.71	4.44	3.23	0.05	4.02	0.94
MARYLAND	9.57	9.47	39.70	15.02	13.98	5.24	6.34	0.68
MASSACHUSETTS	59.41	15.76	17.95	2.02	3.11	0.55	0.63	0.56
MICHIGAN	29.87	26.56	30.67	7.90	.	2.19	1.75	1.06
MINNESOTA	11.55	48.07	22.50	9.84	0.00	6.82	0.00	1.22
MISSISSIPPI	3.49	31.01	51.94	0.78	0.78	0.39	5.04	6.59
MISSOURI	15.68	38.13	30.21	8.20	4.12	0.72	2.12	0.82
MONTANA	28.32	19.85	33.14	2.63	0.00	6.72	8.18	1.17
NEBRASKA	41.68	26.20	24.93	2.78	1.88	0.49	0.61	1.43
NEVADA	6.29	57.37	26.06	6.17	0.00	0.00	0.57	3.54
NEW HAMPSHIRE	40.97	17.58	19.94	0.61	11.45	1.70	7.27	0.48
NEW JERSEY	6.45	15.76	33.42	14.59	25.41	1.88	0.21	2.27
NEW MEXICO	30.54	23.16	42.40	0.80	0.06	2.33	0.00	0.70
NEW YORK	1.29	16.38	51.58	12.25	12.30	2.86	1.76	1.57
NORTH CAROLINA	31.06	24.78	34.56	3.65	0.16	4.01	0.17	1.61
NORTH DAKOTA	41.41	19.06	25.65	0.47	0.24	4.71	8.00	0.47
OHIO	5.35	5.67	43.84	37.96	0.43	1.65	0.00	5.10
OKLAHOMA	7.59	13.17	60.28	4.83	0.34	7.10	2.41	4.28
OREGON	27.34	23.17	25.17	2.25	11.62	3.80	3.21	3.43
PENNSYLVANIA	8.43	30.61	51.13	7.20	0.39	0.69	1.10	0.45
PUERTO RICO	4.50	24.23	57.89	4.82	0.66	0.00	0.33	7.57
RHODE ISLAND	18.60	16.76	40.07	0.66	13.60	0.00	9.26	1.03
SOUTH CAROLINA	8.74	49.10	34.64	5.19	0.02	0.45	0.86	1.00
SOUTH DAKOTA	6.18	39.70	16.29	1.69	1.50	11.99	21.35	1.31
TENNESSEE	19.21	24.33	34.58	4.58	4.96	7.96	0.62	3.75
TEXAS	3.16	46.00	20.66	5.88	0.14	0.34	0.27	23.54
UTAH	35.02	44.66	14.91	2.91	0.00	1.02	0.00	1.48
VERMONT	62.95	9.78	6.47	8.82	2.48	0.14	8.68	0.69
VIRGINIA	17.24	21.41	46.65	4.43	3.69	0.95	4.38	1.26
WASHINGTON	26.15	35.34	28.60	4.93	2.35	0.19	0.19	2.26
WEST VIRGINIA	31.97	27.29	37.15	2.43	0.00	0.45	0.18	0.54
WISCONSIN	19.58	43.73	33.42	2.41	0.02	0.51	0.04	0.29
WYOMING	16.90	36.15	36.74	0.98	0.00	2.95	3.93	2.36
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	33.33	26.67	40.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	8.70	26.09	0.00	0.00	0.00	39.13	26.09
BUR. OF INDIAN AFFAIRS	21.77	41.50	20.41	1.36	14.29	.	.	0.68
U.S. AND INSULAR AREAS	14.09	30.04	35.81	7.97	5.40	2.13	1.68	2.89
50 STATES, D.C. & P.R.	14.08	30.03	35.82	7.97	5.40	2.13	1.68	2.89

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TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	318	161	7	2	.	1	46
ALASKA	77	29	16	0	0	0	0	0
ARIZONA	84	99	31	10	6	0	0	15
ARKANSAS	34	39	43	1	10	0	9	2
CALIFORNIA	1,987	538	3,612	441	18	0	.	.
COLORADO	359	245	136	2	0	0	0	9
CONNECTICUT	141	33	35	13	9	0	0	18
DELAWARE	35	27	27	79	1	0	1	52
DISTRICT OF COLUMBIA	2	2	2	74	0	0	0	0
FLORIDA	253	309	1,605	259	2	0	0	11
GEORGIA	14	383	332	3	1	4	1	11
HAWAII	82	48	113	43	6	0	0	4
IDAHO	42	61	95	0	0	0	0	0
ILLINOIS	278	246	1,197	720	140	8	32	47
INDIANA	126	109	302	21	0	0	0	0
IOWA	379	283	130	6	0	2	2	139
KANSAS	117	71	60	15	0	0	36	14
KENTUCKY	201	57	119	0	0	0	0	37
LOUISIANA	241	153	389	69	1	50	0	12
MAINE	171	41	14	1	2	0	0	2
MARYLAND	222	45	247	43	11	0	0	2
MASSACHUSETTS	858	228	260	29	45	8	9	10
MICHIGAN	1,480	751	1,252	97	.	1	1	78
MINNESOTA	330	606	183	13	0	22	0	5
MISSISSIPPI	64	161	289	39	0	0	4	102
MISSOURI	334	62	198	434	0	0	0	12
MONTANA	58	18	20	0	0	0	0	2
NEBRASKA	351	64	207	6	0	0	1	13
NEVADA	114	48	31	7	0	0	1	8
NEW HAMPSHIRE	80	30	28	8	3	0	1	1
NEW JERSEY	37	137	70	203	115	1	0	7
NEW MEXICO	215	125	163	0	2	0	0	5
NEW YORK	662	337	446	173	657	0	0	33
NORTH CAROLINA	496	105	187	69	3	0	0	22
NORTH DAKOTA	63	10	18	7	1	1	11	1
OHIO	508	137	1,048	309	48	0	0	1,544
OKLAHOMA	168	22	90	2	0	1	0	2
OREGON	499	135	165	7	11	1	1	11
PENNSYLVANIA	100	45	311	258	0	35	0	9
PUERTO RICO	134	94	38	11	122	2	1	55
RHODE ISLAND	47	31	37	0	25	0	1	1
SOUTH CAROLINA	162	237	231	81	1	2	0	12
SOUTH DAKOTA	28	65	8	0	0	0	67	7
TENNESSEE	303	160	263	75	3	0	0	100
TEXAS	347	1,422	734	151	4	4	7	724
UTAH	66	61	63	12	0	0	0	5
VERMONT	89	7	4	0	2	0	1	2
VIRGINIA	290	54	220	65	1	1	3	6
WASHINGTON	447	255	169	9	4	1	0	11
WEST VIRGINIA	143	15	89	27	0	0	1	2
WISCONSIN	242	66	80	2	1	1	0	10
WYOMING	54	30	15	2	0	3	3	1
AMERICAN SAMOA	0	0	0	2	0	0	0	0
GUAM	20	2	3	0	0	0	0	0
NORTHERN MARIANAS	6	2	17	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	8	10	2	0	0	.	.	1
U.S. AND INSULAR AREAS	13,648	8,668	15,605	3,905	1,257	148	195	3,223
50 STATES, D.C. & P.R.	13,614	8,654	15,583	3,903	1,257	148	195	3,222

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TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

ORTHOPEDIC IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	59.44	30.09	1.31	0.37	.	0.19	8.60
ALASKA	63.11	23.77	13.11	0.00	0.00	0.00	0.00	0.00
ARIZONA	34.29	40.41	12.65	4.08	2.45	0.00	0.00	6.12
ARKANSAS	24.64	28.26	31.16	0.72	7.25	0.00	6.52	1.45
CALIFORNIA	30.12	8.16	54.76	6.69	0.27	0.00	.	.
COLORADO	47.80	32.62	18.11	0.27	0.00	0.00	0.00	1.20
CONNECTICUT	56.63	13.25	14.06	5.22	3.61	0.00	0.00	7.23
DELAWARE	15.77	12.16	12.16	35.59	0.45	0.00	0.45	23.42
DISTRICT OF COLUMBIA	2.50	2.50	2.50	92.50	0.00	0.00	0.00	0.00
FLORIDA	10.37	12.67	65.81	10.62	0.08	0.00	0.00	0.45
GEORGIA	1.87	51.13	44.33	0.40	0.13	0.53	0.13	1.47
HAWAII	27.70	16.22	38.18	14.53	2.03	0.00	0.00	1.35
IDAHO	21.21	30.81	47.98	0.00	0.00	0.00	0.00	0.00
ILLINOIS	10.42	9.22	44.87	26.99	5.25	0.30	1.20	1.76
INDIANA	22.58	19.53	54.12	3.76	0.00	0.00	0.00	0.00
IOWA	40.28	30.07	13.82	0.64	0.00	0.21	0.21	14.77
KANSAS	37.38	22.68	19.17	4.79	0.00	0.00	11.50	4.47
KENTUCKY	48.55	13.77	28.74	0.00	0.00	0.00	0.00	8.94
LOUISIANA	26.34	16.72	42.51	7.54	0.11	5.46	0.00	1.31
MAINE	74.03	17.75	6.06	0.43	0.87	0.00	0.00	0.87
MARYLAND	38.95	7.89	43.33	7.54	1.93	0.00	0.00	0.35
MASSACHUSETTS	59.30	15.76	17.97	2.00	3.11	0.55	0.62	0.69
MICHIGAN	40.44	20.52	34.21	2.65	.	0.03	0.03	2.13
MINNESOTA	28.47	52.29	15.79	1.12	0.00	1.90	0.00	0.43
MISSISSIPPI	9.71	24.43	43.85	5.92	0.00	0.00	0.61	15.48
MISSOURI	32.12	5.96	19.04	41.73	0.00	0.00	0.00	1.15
MONTANA	59.18	18.37	20.41	0.00	0.00	0.00	0.00	2.04
NEBRASKA	54.67	9.97	32.24	0.93	0.00	0.00	0.16	2.02
NEVADA	54.55	22.97	14.83	3.35	0.00	0.00	0.48	3.83
NEW HAMPSHIRE	52.98	19.87	18.54	5.30	1.99	0.00	0.66	0.66
NEW JERSEY	6.49	24.04	12.28	35.61	20.18	0.18	0.00	1.23
NEW MEXICO	42.16	24.51	31.96	0.00	0.39	0.00	0.00	0.98
NEW YORK	28.68	14.60	19.32	7.50	28.47	0.00	0.00	1.43
NORTH CAROLINA	56.24	11.90	21.20	7.82	0.34	0.00	0.00	2.49
NORTH DAKOTA	56.25	8.93	16.07	6.25	0.89	0.89	9.82	0.89
OHIO	14.13	3.81	29.16	8.60	1.34	0.00	0.00	42.96
OKLAHOMA	58.95	7.72	31.58	0.70	0.00	0.35	0.00	0.70
OREGON	60.12	16.27	19.88	0.84	1.33	0.12	0.12	1.33
PENNSYLVANIA	13.19	5.94	41.03	34.04	0.00	4.62	0.00	1.19
PUERTO RICO	29.32	20.57	8.32	2.41	26.70	0.44	0.22	12.04
RHODE ISLAND	33.10	21.83	26.06	0.00	17.61	0.00	0.70	0.70
SOUTH CAROLINA	22.31	32.64	31.82	11.16	0.14	0.28	0.00	1.65
SOUTH DAKOTA	16.00	37.14	4.57	0.00	0.00	0.00	38.29	4.00
TENNESSEE	33.52	17.70	29.09	8.30	0.33	0.00	0.00	11.06
TEXAS	10.23	41.91	21.63	4.45	0.12	0.12	0.21	21.34
UTAH	31.88	29.47	30.43	5.80	0.00	0.00	0.00	2.42
VERMONT	84.76	6.67	3.81	0.00	1.90	0.00	0.95	1.90
VIRGINIA	45.31	8.44	34.38	10.16	0.16	0.16	0.47	0.94
WASHINGTON	49.89	28.46	18.86	1.00	0.45	0.11	0.00	1.23
WEST VIRGINIA	51.62	5.42	32.13	9.75	0.00	0.00	0.36	0.72
WISCONSIN	60.20	16.42	19.90	0.50	0.25	0.25	0.00	2.49
WYOMING	50.00	27.78	13.89	1.85	0.00	2.78	2.78	0.93
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	80.00	8.00	12.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	24.00	8.00	68.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	38.10	47.62	9.52	0.00	0.00	.	.	4.76
U.S. AND INSULAR AREAS	29.26	18.58	33.45	8.37	2.69	0.32	0.42	6.91
50 STATES, D.C. & P.R.	29.23	18.58	33.46	8.38	2.70	0.32	0.42	6.92

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OTHER HEALTH IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	434	104	23	0	.	3	170
ALASKA	87	37	41	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	60	103	65	4	10	0	3	13
CALIFORNIA	8,201	1,107	1,926	235	154	0	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	155	49	83	45	53	0	40	71
DELAWARE	1	29	29	32	0	5	2	27
DISTRICT OF COLUMBIA	0	0	0	27	28	0	4	0
FLORIDA	0	1	265	133	6	2	18	2,004
GEORGIA	16	249	61	4	6	1	0	18
HAWAII	31	27	65	3	4	0	0	0
IDAHO	13	40	131	0	0	0	0	0
ILLINOIS	53	88	326	197	121	26	14	933
INDIANA	0	3	109	22	0	0	3	0
IOWA	0	0	0	0	0	1	0	0
KANSAS	96	51	48	24	0	1	5	27
KENTUCKY	80	99	97	5	0	4	0	122
LOUISIANA	259	292	670	68	5	12	1	22
MAINE	147	82	18	1	2	1	0	35
MARYLAND	268	148	260	104	50	0	17	21
MASSACHUSETTS	1,093	290	331	37	58	11	12	10
MICHIGAN	21	39	271	405	.	0	0	6
MINNESOTA	108	210	166	18	0	16	0	9
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	244	26	20	128	0	4	0	74
MONTANA	100	40	24	2	0	0	0	22
NEBRASKA	175	59	87	12	0	0	0	39
NEVADA	0	0	0	0	0	0	0	106
NEW HAMPSHIRE	164	55	64	11	13	0	6	6
NEW JERSEY	39	153	74	79	6	28	0	145
NEW MEXICO	31	15	23	0	0	0	0	6
NEW YORK	399	664	776	1,017	199	28	0	122
NORTH CAROLINA	897	362	571	114	11	0	2	91
NORTH DAKOTA	40	11	8	1	0	0	4	5
OHIO	.	.	.	.	.	.	0	.
OKLAHOMA	68	26	20	7	4	0	1	10
OREGON	395	212	207	6	24	0	3	104
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	176	148	158	55	17	2	3	183
RHODE ISLAND	46	16	25	2	9	0	3	135
SOUTH CAROLINA	40	13	78	34	0	1	0	1
SOUTH DAKOTA	10	33	10	0	0	1	9	26
TENNESSEE	419	317	306	31	8	16	6	719
TEXAS	362	3,601	1,583	258	25	19	26	6,041
UTAH	76	118	45	6	0	1	0	8
VERMONT	96	13	8	0	7	0	9	4
VIRGINIA	112	54	224	47	11	5	22	21
WASHINGTON	1,048	1,339	852	50	21	8	0	34
WEST VIRGINIA	5	3	39	1	0	0	1	0
WISCONSIN	140	8	35	5	0	0	0	22
WYOMING	64	98	95	5	1	4	1	6
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	8	5	0	0	0	0	0	0
NORTHERN MARIANAS	3	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	6	0	0	0	0	6
BUR. OF INDIAN AFFAIRS	18	14	1	0	0	.	.	0
U.S. AND INSULAR AREAS	15,864	10,781	10,405	3,258	853	197	218	11,424
50 STATES, D.C. & P.R.	15,835	10,762	10,398	3,258	853	197	218	11,418

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TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

OTHER HEALTH IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	59.13	14.17	3.13	0.00	.	0.41	23.16
ALASKA	52.73	22.42	24.85	0.00	0.00	0.00	0.00	0.00
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	23.26	39.92	25.19	1.55	3.88	0.00	1.16	5.04
CALIFORNIA	70.56	9.52	16.57	2.02	1.32	0.00	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	31.25	9.88	16.73	9.07	10.69	0.00	8.06	14.31
DELAWARE	0.80	23.20	23.20	25.60	0.00	4.00	1.60	21.60
DISTRICT OF COLUMBIA	0.00	0.00	0.00	45.76	47.46	0.00	6.78	0.00
FLORIDA	0.00	0.04	10.91	5.48	0.25	0.08	0.74	82.50
GEORGIA	4.51	70.14	17.18	1.13	1.69	0.28	0.00	5.07
HAWAII	23.85	20.77	50.00	2.31	3.08	0.00	0.00	0.00
IDAHO	7.07	21.74	71.20	0.00	0.00	0.00	0.00	0.00
ILLINOIS	3.01	5.01	18.54	11.21	6.88	1.48	0.80	53.07
INDIANA	0.00	2.19	79.56	16.06	0.00	0.00	2.19	0.00
IOWA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
KANSAS	38.10	20.24	19.05	9.52	0.00	0.40	1.98	10.71
KENTUCKY	19.66	24.32	23.83	1.23	0.00	0.98	0.00	29.98
LOUISIANA	19.49	21.97	50.41	5.12	0.38	0.90	0.08	1.66
MAINE	51.40	28.67	6.29	0.35	0.70	0.35	0.00	12.24
MARYLAND	30.88	17.05	29.95	11.98	5.76	0.00	1.96	2.42
MASSACHUSETTS	59.34	15.74	17.97	2.01	3.15	0.60	0.65	0.54
MICHIGAN	2.83	5.26	36.52	54.58	.	0.00	0.00	0.81
MINNESOTA	20.49	39.85	31.50	3.42	0.00	3.04	0.00	1.71
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	49.19	5.24	4.03	25.81	0.00	0.81	0.00	14.92
MONTANA	53.19	21.28	12.77	1.06	0.00	0.00	0.00	11.70
NEBRASKA	47.04	15.86	23.39	3.23	0.00	0.00	0.00	10.48
NEVADA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
NEW HAMPSHIRE	51.41	17.24	20.06	3.45	4.08	0.00	1.88	1.88
NEW JERSEY	7.44	29.20	14.12	15.08	1.15	5.34	0.00	27.67
NEW MEXICO	41.33	20.00	30.67	0.00	0.00	0.00	0.00	8.00
NEW YORK	12.45	20.72	24.21	31.73	6.21	0.87	0.00	3.81
NORTH CAROLINA	43.80	17.68	27.88	5.57	0.54	0.00	0.10	4.44
NORTH DAKOTA	57.97	15.94	11.59	1.45	0.00	0.00	5.80	7.25
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	50.00	19.12	14.71	5.15	2.94	0.00	0.74	7.35
OREGON	41.54	22.29	21.77	0.63	2.52	0.00	0.32	10.94
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	23.72	19.95	21.29	7.41	2.29	0.27	0.40	24.66
RHODE ISLAND	19.49	6.78	10.59	0.85	3.81	0.00	1.27	57.20
SOUTH CAROLINA	23.95	7.78	46.71	20.36	0.00	0.60	0.00	0.60
SOUTH DAKOTA	11.24	37.08	11.24	0.00	0.00	1.12	10.11	29.21
TENNESSEE	23.00	17.40	16.79	1.70	0.44	0.88	0.33	39.46
TEXAS	3.04	30.22	13.29	2.17	0.21	0.16	0.22	50.70
UTAH	29.92	46.46	17.72	2.36	0.00	0.39	0.00	3.15
VERMONT	70.07	9.49	5.84	0.00	5.11	0.00	6.57	2.92
VIRGINIA	22.58	10.89	45.16	9.48	2.22	1.01	4.44	4.23
WASHINGTON	31.26	39.95	25.42	1.49	0.63	0.24	0.00	1.01
WEST VIRGINIA	10.20	6.12	79.59	2.04	0.00	0.00	2.04	0.00
WISCONSIN	66.67	3.81	16.67	2.38	0.00	0.00	0.00	10.48
WYOMING	23.36	35.77	34.67	1.82	0.36	1.46	0.36	2.19
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	61.54	38.46	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	50.00	0.00	0.00	0.00	0.00	50.00
BUR. OF INDIAN AFFAIRS	54.55	42.42	3.03	0.00	0.00	.	.	0.00
U.S. AND INSULAR AREAS	29.93	20.34	19.63	6.15	1.61	0.37	0.41	21.55
50 STATES, D.C. & P.R.	29.91	20.33	19.64	6.15	1.61	0.37	0.41	21.57

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TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

SPECIFIC LEARNING DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	30,598	1,660	3	1	.	1	25
ALASKA	2,957	2,663	794	2	0	15	0	1
ARIZONA	1,148	16,316	4,384	7	17	0	0	22
ARKANSAS	8,893	12,867	1,376	1	12	0	22	13
CALIFORNIA	6,046	162,618	60,287	7,341	824	0	.	.
COLORADO	3,728	18,463	1,470	16	0	0	11	10
CONNECTICUT	17,116	7,485	5,540	231	861	10	55	42
DELAWARE	1,691	3,564	1,137	406	3	0	8	7
DISTRICT OF COLUMBIA	181	1,655	1,075	149	165	0	8	2
FLORIDA	10,963	46,559	84,239	448	82	10	1	33
GEORGIA	348	19,454	5,538	31	11	32	8	7
HAWAII	2,040	4,044	969	0	0	2	0	0
IDAHO	6,154	4,115	23	160	0	0	0	0
ILLINOIS	3,450	66,318	31,528	395	173	23	21	19
INDIANA	1,536	28,019	8,914	24	0	1	0	7
IOWA	179	22,020	586	2	0	21	2	7
KANSAS	4,753	6,889	1,383	13	0	17	28	7
KENTUCKY	1,514	17,496	2,206	27	1	1	1	31
LOUISIANA	5,333	10,521	9,249	98	14	36	7	95
MAINE	5,306	5,003	629	26	6	1	8	6
MARYLAND	14,236	11,994	14,197	542	72	2	10	45
MASSACHUSETTS	27,541	7,303	8,322	933	1,446	257	297	261
MICHIGAN	24,144	27,618	14,523	366	.	28	42	46
MINNESOTA	4,897	27,007	2,637	57	0	71	0	11
MISSISSIPPI	3,746	16,186	6,502	0	31	0	2	13
MISSOURI	16,068	30,070	6,724	574	2	148	4	32
MONTANA	3,776	3,218	751	16	1	2	10	24
NEBRASKA	7,466	4,100	758	16	0	39	3	42
NEVADA	1,057	7,060	647	10	1	0	0	9
NEW HAMPSHIRE	5,730	2,480	1,698	16	103	12	59	1
NEW JERSEY	10,218	31,502	35,485	1,405	1,355	20	9	128
NEW MEXICO	8,194	5,266	873	0	39	0	0	2
NEW YORK	1,511	84,323	70,403	2,734	284	0	0	325
NORTH CAROLINA	21,051	20,607	4,122	17	7	3	5	53
NORTH DAKOTA	4,558	665	101	25	0	1	4	1
OHIO	23,229	39,141	9,491	179	1,898	240	0	47
OKLAHOMA	12,551	13,499	1,883	13	6	29	15	37
OREGON	14,089	9,451	913	21	82	11	14	30
PENNSYLVANIA	14,651	38,372	25,193	420	10	27	0	17
PUERTO RICO	430	7,985	1,239	161	142	14	6	42
RHODE ISLAND	6,294	2,365	3,257	64	48	0	53	15
SOUTH CAROLINA	1,909	20,283	5,046	53	3	5	1	24
SOUTH DAKOTA	603	4,951	70	4	0	8	4	1
TENNESSEE	17,576	23,885	5,796	359	75	25	3	19
TEXAS	6,025	146,061	8,547	728	7	93	3	294
UTAH	6,877	9,041	1,549	301	0	0	0	10
VERMONT	4,665	513	58	7	37	1	29	7
VIRGINIA	16,430	20,064	12,297	193	136	41	49	48
WASHINGTON	12,119	16,451	3,035	190	18	108	0	260
WEST VIRGINIA	6,319	10,236	2,413	4	0	0	0	2
WISCONSIN	6,363	14,510	2,304	12	2	0	0	8
WYOMING	568	2,634	373	1	1	5	3	5
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	246	438	236	0	0	0	0	0
NORTHERN MARIANAS	45	61	17	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	226	280	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	473	2,571	277	10	0	.	.	0
U.S. AND INSULAR AREAS	388,991	1,148,804	415,004	18,811	7,376	1,359	807	2,193
50 STATES, D.C. & P.R.	388,227	1,145,508	414,194	18,801	7,376	1,359	806	2,193

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TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

SPECIFIC LEARNING DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	.	94.77	5.14	0.01	0.00	.	0.00	0.08
ALASKA	45.97	41.40	12.34	0.03	0.00	0.23	0.00	0.02
ARIZONA	5.24	74.52	20.02	0.03	0.08	0.09	0.00	0.10
ARKANSAS	38.36	55.50	5.94	0.00	0.05	0.00	0.09	0.06
CALIFORNIA	2.55	68.58	25.43	3.10	0.35	0.00	.	.
COLORADO	15.73	77.91	6.20	0.07	0.00	0.00	0.05	0.04
CONNECTICUT	55.68	24.35	18.02	0.75	0.85	0.03	0.18	0.14
DELAWARE	24.81	52.29	16.68	5.96	0.04	0.00	0.12	0.10
DISTRICT OF COLUMBIA	5.60	51.16	33.23	4.61	5.10	0.00	0.25	0.06
FLORIDA	13.32	56.55	29.44	0.54	0.10	0.01	0.00	0.04
GEORGIA	1.37	76.50	21.78	0.12	0.04	0.13	0.03	0.03
HAWAII	28.92	57.32	13.73	0.00	0.00	0.03	0.00	0.00
IDAHO	58.88	39.37	0.22	1.53	0.00	0.00	0.00	0.00
ILLINOIS	3.38	65.06	30.93	0.39	0.17	0.02	0.02	0.02
INDIANA	3.99	72.77	23.15	0.06	0.00	0.00	0.00	0.02
IOWA	0.78	96.51	2.57	0.01	0.00	0.09	0.01	0.03
KANSAS	36.31	52.63	10.57	0.10	0.00	0.13	0.21	0.05
KENTUCKY	7.12	82.23	10.37	0.13	0.00	0.00	0.00	0.15
LOUISIANA	21.03	41.50	36.48	0.39	0.06	0.14	0.03	0.37
MAINE	48.30	45.54	5.73	0.24	0.05	0.01	0.07	0.05
MARYLAND	34.64	29.18	34.54	1.32	0.18	0.00	0.02	0.11
MASSACHUSETTS	59.41	15.75	17.95	2.01	3.12	0.55	0.64	0.56
MICHIGAN	36.16	41.36	21.75	0.55	.	0.04	0.06	0.07
MINNESOTA	14.12	77.87	7.60	0.16	0.00	0.20	0.00	0.03
MISSISSIPPI	14.15	61.13	24.55	0.00	0.12	0.00	0.01	0.05
MISSOURI	29.97	56.08	12.54	1.07	0.00	0.28	0.01	0.06
MONTANA	48.42	41.27	9.63	0.21	0.01	0.03	0.13	0.31
NEBRASKA	60.09	33.00	6.10	0.13	0.00	0.31	0.02	0.34
NEVADA	12.03	80.37	7.37	0.11	0.01	0.00	0.00	0.10
NEW HAMPSHIRE	56.74	24.56	16.81	0.16	1.02	0.12	0.58	0.01
NEW JERSEY	12.75	39.32	44.29	1.75	1.69	0.02	0.01	0.16
NEW MEXICO	57.01	36.64	6.07	0.00	0.27	0.00	0.00	0.01
NEW YORK	0.95	52.84	44.12	1.71	0.18	0.00	0.00	0.20
NORTH CAROLINA	45.90	44.93	8.99	0.04	0.02	0.01	0.01	0.12
NORTH DAKOTA	85.12	12.42	1.89	0.47	0.00	0.02	0.07	0.02
OHIO	31.30	52.73	12.79	0.24	2.56	0.32	0.00	0.06
OKLAHOMA	44.77	48.15	6.72	0.05	0.02	0.10	0.05	0.13
OREGON	57.25	38.40	3.71	0.09	0.33	0.04	0.06	0.12
PENNSYLVANIA	18.62	48.76	32.02	0.53	0.01	0.03	0.00	0.02
PUERTO RICO	4.29	79.70	12.37	1.61	1.42	0.14	0.06	0.42
RHODE ISLAND	52.03	19.55	26.93	0.53	0.40	0.00	0.44	0.12
SOUTH CAROLINA	6.99	74.23	18.47	0.19	0.01	0.02	0.00	0.09
SOUTH DAKOTA	10.69	87.77	1.24	0.07	0.00	0.14	0.07	0.02
TENNESSEE	36.82	50.03	12.14	0.75	0.16	0.05	0.01	0.04
TEXAS	3.72	90.30	5.28	0.45	0.00	0.06	0.00	0.18
UTAH	38.68	50.85	8.71	1.69	0.00	0.00	0.00	0.06
VERMONT	87.74	9.65	1.09	0.13	0.70	0.02	0.55	0.13
VIRGINIA	33.35	40.73	24.96	0.39	0.28	0.08	0.10	0.10
WASHINGTON	37.66	51.12	9.43	0.59	0.06	0.34	0.00	0.81
WEST VIRGINIA	33.30	53.95	12.72	0.02	0.00	0.00	0.00	0.01
WISCONSIN	27.43	62.55	9.93	0.05	0.01	0.00	0.00	0.03
WYOMING	15.82	73.37	10.39	0.03	0.03	0.14	0.08	0.14
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	26.74	47.61	25.65	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	36.59	49.59	13.82	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	44.58	55.23	0.00	0.00	0.00	0.20	0.00
BUR. OF INDIAN AFFAIRS	14.20	77.18	8.32	0.30	0.00	.	.	0.00
U.S. AND INSULAR AREAS	19.61	57.92	20.92	0.95	0.37	0.07	0.04	0.11
50 STATES, D.C. & P.R.	19.62	57.90	20.94	0.95	0.37	0.07	0.04	0.11

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TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

DEAF-BLINDNESS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN- VIRONMENT
ALABAMA	.	3	8	2	0	.	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	0	0	2	1	0	1	0	0
CALIFORNIA	5	2	86	11	8	0	.	.
COLORADO	4	2	30	24	0	18	0	2
CONNECTICUT	14	0	2	2	1	0	4	2
DELAWARE	2	0	0	16	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	7	0	0	0	0
FLORIDA	0	0	5	14	0	4	0	0
GEORGIA	0	0	3	3	3	11	0	0
HAWAII	1	0	6	5	0	0	0	1
IDAHO	0	0	0	0	0	0	0	0
ILLINOIS	0	1	14	3	0	31	0	0
INDIANA	0	0	33	1	0	0	2	0
IOWA	0	0	0	12	0	20	0	0
KANSAS	8	1	36	0	0	25	0	0
KENTUCKY	1	1	4	6	0	0	3	2
LOUISIANA	1	1	3	13	0	6	0	0
MAINE	1	0	4	0	0	0	2	1
MARYLAND	4	1	2	4	1	40	0	0
MASSACHUSETTS	78	20	23	3	4	0	0	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	1	6	8	6	0	0	0	0
MISSISSIPPI	0	0	2	0	0	0	0	0
MISSOURI	0	2	42	16	0	6	0	0
MONTANA	1	1	0	0	0	3	0	0
NEBRASKA	2	0	1	0	0	0	0	0
NEVADA	2	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	4	1	0	1	0
NEW JERSEY	4	1	5	27	7	23	2	0
NEW MEXICO	0	0	7	0	0	17	0	0
NEW YORK	5	8	7	3	0	0	0	1
NORTH CAROLINA	1	0	2	0	0	15	1	0
NORTH DAKOTA	0	0	0	0	0	11	0	2
OHIO	1	0	2	1	0	0	0	0
OKLAHOMA	3	3	19	4	0	4	0	3
OREGON	4	1	9	2	0	0	0	0
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	0	7	22	2	3	0	26	2
RHODE ISLAND	0	0	0	0	4	0	1	0
SOUTH CAROLINA	0	0	6	3	0	3	0	0
SOUTH DAKOTA	1	1	1	2	0	23	8	0
TENNESSEE	3	3	7	2	0	6	0	0
TEXAS	1	10	12	40	1	42	3	1
UTAH	1	0	4	32	0	15	0	1
VERMONT	3	0	3	0	0	0	2	0
VIRGINIA	0	0	1	1	0	9	0	0
WASHINGTON	15	1	19	78	0	0	0	0
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	3	2	1	0	0	0	0	0
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	2	1	1	2	0	0	0	0
NORTHERN MARIANAS	0	0	3	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	.	.	0
U.S. AND INSULAR AREAS	172	79	445	353	33	333	55	18
50 STATES, D.C. & P.R.	170	78	441	350	33	333	55	18

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TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

DEAF-BLINDNESS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	23.08	61.54	15.38	0.00	.	0.00	0.00
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	0.00	0.00	50.00	25.00	0.00	25.00	0.00	0.00
CALIFORNIA	4.46	1.79	76.79	9.82	7.14	0.00	.	.
COLORADO	5.00	2.50	37.50	30.00	0.00	22.50	0.00	2.50
CONNECTICUT	56.00	0.00	8.00	8.00	4.00	0.00	16.00	8.00
DELAWARE	11.11	0.00	0.00	88.89	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	21.74	60.87	0.00	17.39	0.00	0.00
GEORGIA	0.00	0.00	15.00	15.00	15.00	55.00	0.00	0.00
HAWAII	7.69	0.00	46.15	38.46	0.00	0.00	0.00	7.69
IDAHO	.	.	.	.	.	.	.	.
ILLINOIS	0.00	2.04	28.57	6.12	0.00	63.27	0.00	0.00
INDIANA	0.00	0.00	91.67	2.78	0.00	0.00	5.56	0.00
IOWA	0.00	0.00	0.00	37.50	0.00	62.50	0.00	0.00
KANSAS	11.43	1.43	51.43	0.00	0.00	35.71	0.00	0.00
KENTUCKY	5.88	5.88	23.53	35.29	0.00	0.00	17.65	11.76
LOUISIANA	4.17	4.17	12.50	54.17	0.00	25.00	0.00	0.00
MAINE	12.50	0.00	50.00	0.00	0.00	0.00	25.00	12.50
MARYLAND	7.69	1.92	3.85	7.69	1.92	76.92	0.00	0.00
MASSACHUSETTS	60.94	15.63	17.97	2.34	3.13	0.00	0.00	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	4.76	28.57	38.10	28.57	0.00	0.00	0.00	0.00
MISSISSIPPI	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MISSOURI	0.00	3.03	63.64	24.24	0.00	9.09	0.00	0.00
MONTANA	20.00	20.00	0.00	0.00	0.00	60.00	0.00	0.00
NEBRASKA	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
NEVADA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	66.67	16.67	0.00	16.67	0.00
NEW JERSEY	5.80	1.45	7.25	39.13	10.14	33.33	2.90	0.00
NEW MEXICO	0.00	0.00	29.17	0.00	0.00	70.83	0.00	0.00
NEW YORK	20.83	33.33	29.17	12.50	0.00	0.00	0.00	4.17
NORTH CAROLINA	5.26	0.00	10.53	0.00	0.00	78.95	5.26	0.00
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00	84.62	0.00	15.38
OHIO	25.00	0.00	50.00	25.00	0.00	0.00	0.00	0.00
OKLAHOMA	8.33	8.33	52.78	11.11	0.00	11.11	0.00	8.33
OREGON	25.00	6.25	56.25	12.50	0.00	0.00	0.00	0.00
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	0.00	11.29	35.48	3.23	4.84	0.00	41.94	3.23
RHODE ISLAND	0.00	0.00	0.00	0.00	80.00	0.00	20.00	0.00
SOUTH CAROLINA	0.00	0.00	50.00	25.00	0.00	25.00	0.00	0.00
SOUTH DAKOTA	2.78	2.78	2.78	5.56	0.00	63.89	22.22	0.00
TENNESSEE	14.29	14.29	33.33	9.52	0.00	28.57	0.00	0.00
TEXAS	0.91	9.09	10.91	36.36	0.91	38.18	2.73	0.91
UTAH	1.89	0.00	7.55	60.38	0.00	28.30	0.00	1.89
VERMONT	37.50	0.00	37.50	0.00	0.00	0.00	25.00	0.00
VIRGINIA	0.00	0.00	9.09	9.09	0.00	81.82	0.00	0.00
WASHINGTON	13.27	0.88	16.81	69.03	0.00	0.00	0.00	0.00
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	50.00	33.33	16.67	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	33.33	16.67	16.67	33.33	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	11.56	5.31	29.91	23.72	2.22	22.38	3.70	1.21
50 STATES, D.C. & P.R.	11.50	5.28	29.84	23.68	2.23	22.53	3.72	1.22

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TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

MULTIPLE DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	35	671	210	3	.	0	43
ALASKA	286	43	188	0	0	0	0	1
ARIZONA	20	64	588	235	174	51	4	1
ARKANSAS	16	65	282	30	103	16	40	13
CALIFORNIA	177	96	4,171	508	326	0	.	.
COLORADO	170	837	1,751	249	0	85	8	23
CONNECTICUT	49	66	396	211	105	7	42	13
DELAWARE	4	8	6	0	3	5	0	8
DISTRICT OF COLUMBIA	0	4	15	54	72	10	19	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	3	1	172	17	1	6	0	11
IDAHO	0	0	0	0	0	17	0	0
ILLINOIS	0	0	0	0	0	56	0	0
INDIANA	0	0	492	260	0	59	25	6
IOWA	1	0	346	195	0	4	24	3
KANSAS	20	1	312	45	0	142	9	1
KENTUCKY	21	61	548	207	16	16	0	26
LOUISIANA	15	12	450	211	4	68	19	14
MAINE	122	272	424	23	20	21	21	11
MARYLAND	111	121	662	1,581	204	37	58	28
MASSACHUSETTS	1,716	455	518	58	90	16	18	16
MICHIGAN	3	3	274	1,294	.	11	0	52
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	3	17	138	50	1	1	5	25
MISSOURI	48	22	138	170	198	2	2	6
MONTANA	40	21	237	2	1	9	4	4
NEBRASKA	23	40	236	52	5	9	6	11
NEVADA	2	16	72	173	0	0	1	3
NEW HAMPSHIRE	53	13	28	46	79	2	25	1
NEW JERSEY	274	355	1,247	2,290	1,833	106	53	65
NEW MEXICO	22	59	453	10	0	37	0	18
NEW YORK	121	389	2,829	3,308	1,568	33	404	210
NORTH CAROLINA	47	110	564	205	32	248	108	12
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	11	113	3,634	451	8	0	0	35
OKLAHOMA	43	57	759	160	2	215	27	29
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	55	65	371	61	82	42	45	1,033
RHODE ISLAND	1	2	35	0	38	0	2	2
SOUTH CAROLINA	2	29	134	33	0	144	0	4
SOUTH DAKOTA	10	159	140	6	3	48	45	5
TENNESSEE	142	185	1,213	164	49	16	6	67
TEXAS	138	519	1,419	965	103	20	3	284
UTAH	31	29	400	808	0	38	0	29
VERMONT	30	6	90	0	4	2	8	5
VIRGINIA	51	50	631	85	25	89	33	24
WASHINGTON	64	141	1,311	0	7	11	1	11
WEST VIRGINIA	27	0	0	0	0	0	0	0
WISCONSIN	1,512	6,380	7,608	563	2	391	4	27
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	4	0	0	0	1
GUAM	8	9	18	40	0	0	0	0
NORTHERN MARIANAS	0	0	29	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	30	0	0	0	3	3
BUR. OF INDIAN AFFAIRS	11	107	64	0	22	.	.	9
U.S. AND INSULAR AREAS	5,503	11,037	36,094	15,034	5,183	2,090	1,072	2,173
50 STATES, D.C. & P.R.	5,484	10,921	35,953	14,990	5,161	2,090	1,069	2,160

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TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

MULTIPLE DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	3.64	69.75	21.83	0.31	.	0.00	4.47
ALASKA	55.21	8.30	36.29	0.00	0.00	0.00	0.00	0.19
ARIZONA	1.76	5.63	51.72	20.67	15.30	4.49	0.35	0.09
ARKANSAS	2.83	11.50	49.91	5.31	18.23	2.83	7.08	2.30
CALIFORNIA	3.35	1.82	79.03	9.62	6.18	0.00	.	.
COLORADO	5.44	26.80	56.07	7.97	0.00	2.72	0.26	0.74
CONNECTICUT	5.51	7.42	44.54	23.73	11.81	0.79	4.72	1.46
DELAWARE	11.76	23.53	17.65	0.00	8.82	14.71	0.00	23.53
DISTRICT OF COLUMBIA	0.00	2.30	8.62	31.03	41.38	5.75	10.92	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	1.42	0.47	81.52	8.06	0.47	2.84	0.00	5.21
IDAHO	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
ILLINOIS	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
INDIANA	0.00	0.00	58.43	30.88	0.00	7.01	2.97	0.71
IOWA	0.17	0.00	60.38	34.03	0.00	0.70	4.19	0.52
KANSAS	3.77	0.19	58.87	8.49	0.00	26.79	1.70	0.19
KENTUCKY	2.35	6.82	61.23	23.13	1.79	1.79	0.00	2.91
LOUISIANA	1.89	1.51	56.75	26.61	0.50	8.58	2.40	1.77
MAINE	13.35	29.76	46.39	2.52	2.19	2.30	2.30	1.20
MARYLAND	3.96	4.32	23.63	56.42	7.28	1.32	2.07	1.00
MASSACHUSETTS	59.44	15.76	17.94	2.01	3.12	0.55	0.62	0.55
MICHIGAN	0.18	0.18	16.74	79.05	.	0.67	0.00	3.18
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	1.25	7.08	57.50	20.83	0.42	0.42	2.08	10.42
MISSOURI	8.19	3.75	23.55	29.01	33.79	0.34	0.34	1.02
MONTANA	12.58	6.60	74.53	0.63	0.31	2.83	1.26	1.26
NEBRASKA	6.02	10.47	61.78	13.61	1.31	2.36	1.57	2.88
NEVADA	0.75	5.99	26.97	64.79	0.00	0.00	0.37	1.12
NEW HAMPSHIRE	21.46	5.26	11.34	18.62	31.98	0.81	10.12	0.40
NEW JERSEY	4.40	5.70	20.04	36.80	29.46	1.70	0.85	1.04
NEW MEXICO	3.67	9.85	75.63	1.67	0.00	6.18	0.00	3.01
NEW YORK	1.37	4.39	31.92	37.33	17.69	0.37	4.56	2.37
NORTH CAROLINA	3.54	8.30	42.53	15.46	2.41	18.70	8.14	0.90
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	0.26	2.66	85.47	10.61	0.19	0.00	0.00	0.82
OKLAHOMA	3.33	4.41	58.75	12.38	0.15	16.64	2.09	2.24
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	3.14	3.71	21.15	3.48	4.68	2.39	2.57	58.89
RHODE ISLAND	1.25	2.50	43.75	0.00	47.50	0.00	2.50	2.50
SOUTH CAROLINA	0.58	8.38	38.73	9.54	0.00	41.62	0.00	1.16
SOUTH DAKOTA	2.40	38.22	33.65	1.44	0.72	11.54	10.82	1.20
TENNESSEE	7.79	10.15	66.58	9.00	2.69	0.88	0.33	2.58
TEXAS	4.00	15.04	41.12	27.96	2.98	0.58	0.09	8.23
UTAH	2.32	2.17	29.96	60.52	0.00	2.85	0.00	2.17
VERMONT	20.69	4.14	62.07	0.00	2.76	1.38	5.52	3.45
VIRGINIA	5.16	5.06	63.87	8.60	2.53	9.01	3.34	2.43
WASHINGTON	4.14	9.12	84.80	0.00	0.45	0.71	0.06	0.71
WEST VIRGINIA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WISCONSIN	9.17	38.70	46.15	3.41	0.01	2.37	0.02	0.16
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	0.00	80.00	0.00	0.00	0.00	20.00
GUAM	10.67	12.00	24.00	53.33	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	83.33	0.00	0.00	0.00	8.33	8.33
BUR. OF INDIAN AFFAIRS	5.16	50.23	30.05	0.00	10.33	.	.	4.23
U.S. AND INSULAR AREAS	7.04	14.12	46.16	19.23	6.63	2.67	1.37	2.78
50 STATES, D.C. & P.R.	7.05	14.03	46.20	19.26	6.63	2.69	1.37	2.78

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TABLE AB2

NUMBER OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

HEARING IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	448	279	6	2	.	0	1
ALASKA	99	30	52	2	0	0	0	0
ARIZONA	90	304	94	1	9	168	0	2
ARKANSAS	127	120	72	50	2	128	0	1
CALIFORNIA	1,370	340	3,694	450	60	0	.	.
COLORADO	275	212	218	1	0	77	0	1
CONNECTICUT	226	113	88	51	90	0	63	2
DELAWARE	64	86	51	20	0	2	0	0
DISTRICT OF COLUMBIA	11	9	18	0	0	0	1	0
FLORIDA	395	154	1,197	36	0	391	0	1
GEORGIA	11	492	334	95	29	182	1	1
HAWAII	58	56	121	18	0	2	0	2
IDAHO	118	93	26	0	0	85	0	0
ILLINOIS	392	436	1,578	86	15	227	8	1
INDIANA	69	293	432	11	0	382	0	1
IOWA	253	195	173	0	0	99	1	0
KANSAS	145	158	308	12	0	217	10	1
KENTUCKY	244	179	183	34	0	290	10	0
LOUISIANA	242	254	412	67	4	270	0	1
MAINE	156	60	19	8	0	44	0	1
MARYLAND	433	114	267	45	2	280	4	0
MASSACHUSETTS	1,093	289	330	36	57	9	11	11
MICHIGAN	830	429	946	35	.	148	0	31
MINNESOTA	342	542	258	17	0	17	0	0
MISSISSIPPI	39	115	137	8	1	2	0	1
MISSOURI	346	386	296	218	6	40	2	4
MONTANA	83	23	21	0	0	77	2	0
NEBRASKA	246	60	82	27	1	59	0	1
NEVADA	14	11	109	0	1	1	2	0
NEW HAMPSHIRE	45	15	7	126	6	0	15	0
NEW JERSEY	69	244	369	480	133	0	2	4
NEW MEXICO	119	56	113	1	1	67	0	1
NEW YORK	604	625	792	425	846	112	165	13
NORTH CAROLINA	786	283	210	23	0	491	0	1
NORTH DAKOTA	60	30	25	2	0	41	0	0
OHIO	421	161	1,178	164	16	126	0	3
OKLAHOMA	167	103	207	30	9	96	9	0
OREGON	642	107	156	2	18	113	0	4
PENNSYLVANIA	1,443	269	494	17	0	1	9	1
PUERTO RICO	100	279	447	48	176	1	30	7
RHODE ISLAND	27	21	11	101	1	0	1	0
SOUTH CAROLINA	309	257	254	0	0	157	1	0
SOUTH DAKOTA	129	93	1	4	0	62	1	0
TENNESSEE	488	246	281	37	0	232	3	1
TEXAS	174	1,779	1,020	294	41	3	14	17
UTAH	187	108	261	10	0	0	0	0
VERMONT	117	10	2	0	6	0	58	0
VIRGINIA	337	221	360	15	3	241	2	0
WASHINGTON	473	518	280	5	18	21	0	8
WEST VIRGINIA	115	62	77	0	2	3	0	0
WISCONSIN	119	27	53	15	0	3	0	0
WYOMING	64	34	11	0	0	3	5	1
AMERICAN SAMOA	0	0	15	1	0	0	0	0
GUAM	13	10	8	0	0	0	0	0
NORTHERN MARIANAS	4	0	1	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	2	0	14	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	6	14	4	0	0	.	.	3
U.S. AND INSULAR AREAS	14,791	11,573	18,446	3,134	1,555	4,970	430	128
50 STATES, D.C. & P.R.	14,766	11,549	18,404	3,133	1,555	4,970	430	125

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TABLE AB2

PERCENTAGE OF CHILDREN AGE 6-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

HEARING IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	 RESOURCE ROOM	 SEPARATE CLASS	 PUBLIC SEPARATE FACILITY	 PRIVATE SEPARATE FACILITY	 PUBLIC RESIDENTIAL FACILITY	 PRIVATE RESIDENTIAL FACILITY	 HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	60.87	37.91	0.82	0.27	.	0.00	0.14
ALASKA	54.10	16.39	28.42	1.09	0.00	0.00	0.00	0.00
ARIZONA	13.47	45.51	14.07	0.15	1.35	25.15	0.00	0.30
ARKANSAS	25.40	24.00	14.40	10.00	0.40	25.60	0.00	0.20
CALIFORNIA	23.17	5.75	62.46	7.61	1.01	0.00	.	.
COLORADO	35.08	27.04	27.81	0.13	0.00	9.82	0.00	0.13
CONNECTICUT	35.70	17.85	13.90	8.06	14.22	0.00	9.95	0.32
DELAWARE	28.70	38.57	22.87	8.97	0.00	0.90	0.00	0.00
DISTRICT OF COLUMBIA	28.21	23.08	46.15	0.00	0.00	0.00	2.56	0.00
FLORIDA	18.17	7.08	55.06	1.66	0.00	17.99	0.00	0.05
GEORGIA	0.96	42.97	29.17	8.30	2.53	15.90	0.09	0.09
HAWAII	22.57	21.79	47.08	7.00	0.00	0.78	0.00	0.78
IDAHO	36.65	28.88	8.07	0.00	0.00	26.40	0.00	0.00
ILLINOIS	14.29	15.90	57.53	3.14	0.55	8.28	0.29	0.04
INDIANA	5.81	24.66	36.36	0.93	0.00	32.15	0.00	0.08
IOWA	35.09	27.05	23.99	0.00	0.00	13.73	0.14	0.00
KANSAS	17.04	18.57	36.19	1.41	0.00	25.50	1.18	0.12
KENTUCKY	25.96	19.04	19.47	3.62	0.00	30.85	1.06	0.00
LOUISIANA	19.36	20.32	32.96	5.36	0.32	21.60	0.00	0.08
MAINE	54.17	20.83	6.60	2.78	0.00	15.28	0.00	0.35
MARYLAND	37.82	9.96	23.32	3.93	0.17	24.45	0.35	0.00
MASSACHUSETTS	59.53	15.74	17.97	1.96	3.10	0.49	0.60	0.60
MICHIGAN	34.31	17.73	39.11	1.45	.	6.12	0.00	1.28
MINNESOTA	29.08	46.09	21.94	1.45	0.00	1.45	0.00	0.00
MISSISSIPPI	12.87	37.95	45.21	2.64	0.33	0.66	0.00	0.33
MISSOURI	26.66	29.74	22.80	16.80	0.46	3.08	0.15	0.31
MONTANA	40.29	11.17	10.19	0.00	0.00	37.38	0.97	0.00
NEBRASKA	51.68	12.61	17.23	5.67	0.21	12.39	0.00	0.21
NEVADA	10.14	7.97	78.99	0.00	0.72	0.72	1.45	0.00
NEW HAMPSHIRE	21.03	7.01	3.27	58.88	2.80	0.00	7.01	0.00
NEW JERSEY	5.30	18.75	28.36	36.89	10.22	0.00	0.15	0.31
NEW MEXICO	33.24	15.64	31.56	0.28	0.28	18.72	0.00	0.28
NEW YORK	16.86	17.45	22.11	11.86	23.62	3.13	4.61	0.36
NORTH CAROLINA	43.81	15.77	11.71	1.28	0.00	27.37	0.00	0.06
NORTH DAKOTA	37.97	18.99	15.82	1.27	0.00	25.95	0.00	0.00
OHIO	20.35	7.78	56.94	7.93	0.77	6.09	0.00	0.14
OKLAHOMA	26.89	16.59	33.33	4.83	1.45	15.46	1.45	0.00
OREGON	61.61	10.27	14.97	0.19	1.73	10.84	0.00	0.38
PENNSYLVANIA	64.59	12.04	22.11	0.76	0.00	0.04	0.40	0.04
PUERTO RICO	9.19	25.64	41.08	4.41	16.18	0.09	2.76	0.64
RHODE ISLAND	16.67	12.96	6.79	62.35	0.62	0.00	0.62	0.00
SOUTH CAROLINA	31.60	26.28	25.97	0.00	0.00	16.05	0.10	0.00
SOUTH DAKOTA	44.48	32.07	0.34	1.38	0.00	21.38	0.34	0.00
TENNESSEE	37.89	19.10	21.82	2.87	0.00	18.01	0.23	0.08
TEXAS	5.21	53.23	30.52	8.80	1.23	0.09	0.42	0.51
UTAH	33.04	19.08	46.11	1.77	0.00	0.00	0.00	0.00
VERMONT	60.62	5.18	1.04	0.00	3.11	0.00	30.05	0.00
VIRGINIA	28.58	18.74	30.53	1.27	0.25	20.44	0.17	0.00
WASHINGTON	35.75	39.15	21.16	0.38	1.36	1.59	0.00	0.60
WEST VIRGINIA	44.40	23.94	29.73	0.00	0.77	1.16	0.00	0.00
WISCONSIN	54.84	12.44	24.42	6.91	0.00	1.38	0.00	0.00
WYOMING	54.24	28.81	9.32	0.00	0.00	2.54	4.24	0.85
AMERICAN SAMOA	0.00	0.00	93.75	6.25	0.00	0.00	0.00	0.00
GUAM	41.94	32.26	25.81	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	80.00	0.00	20.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	12.50	0.00	87.50	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	22.22	51.85	14.81	0.00	0.00	.	.	11.11
U.S. AND INSULAR AREAS	26.88	21.03	33.52	5.70	2.83	9.03	0.78	0.23
50 STATES, D.C. & P.R.	26.88	21.02	33.50	5.70	2.83	9.05	0.78	0.23

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TABLE AB3

NUMBER OF CHILDREN AGE 3-5 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	.	.	.	.	.	.	.
ALASKA	1,303	207	216	13	0	0	0	64
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	3,027	43	72	48	751	9	8	17
CALIFORNIA	19,074	2,813	10,000	1,218	236	0	.	.
COLORADO	1,008	564	1,082	731	346	33	3	56
CONNECTICUT	1,156	884	2,058	295	137	1	7	51
DELAWARE	351	213	301	376	0	0	0	0
DISTRICT OF COLUMBIA	283	0	167	124	18	0	0	0
FLORIDA	5,918	1,965	3,029	999	761	21	4	290
GEORGIA	82	5,071	1,216	635	3	60	0	0
HAWAII	168	47	424	18	3	0	0	6
IDAHO	0	0	0	0	0	0	0	0
ILLINOIS	10,033	789	9,004	2,256	318	12	51	33
INDIANA	3,924	80	550	2,112	0	66	0	0
IOWA	2,834	84	1,988	122	0	14	0	109
KANSAS	1,923	0	747	0	503	0	80	366
KENTUCKY	4,320	1,587	669	72	90	0	0	122
LOUISIANA	2,317	244	3,064	550	1	11	9	475
MAINE	1,738	69	176	111	239	30	18	402
MARYLAND	3,365	1,250	340	1,197	350	16	0	99
MASSACHUSETTS	5,493	279	2,102	65	128	7	7	25
MICHIGAN	0	6,241	5,330	1,736	.	25	4	402
MINNESOTA	3,165	0	4,826	435	0	7	0	10
MISSISSIPPI	3,345	591	905	315	2	0	0	21
MISSOURI	0	0	0	0	0	0	0	0
MONTANA	878	92	361	80	1	34	2	10
NEBRASKA	1,887	75	469	102	4	4	1	125
NEVADA	371	87	681	143	0	0	0	1
NEW HAMPSHIRE	364	121	631	58	34	0	2	69
NEW JERSEY	7,658	158	4,062	1,034	820	46	4	11
NEW MEXICO	330	47	158	3	4	1	0	26
NEW YORK	2,556	322	4,087	3,540	9,353	149	88	35
NORTH CAROLINA	5,687	453	690	456	179	3	10	120
NORTH DAKOTA	545	45	420	209	11	17	5	58
OHIO	5,033	3,101	940	3,101	848	2	0	64
OKLAHOMA	3,379	483	1,051	253	68	17	20	62
OREGON	1,449	85	806	59	109	4	1	0
PENNSYLVANIA	7,920	669	1,622	1,237	653	18	0	1,275
PUERTO RICO	1,949	138	479	243	118	5	3	232
RHODE ISLAND	675	104	665	23	101	0	0	1
SOUTH CAROLINA	5,622	373	412	0	0	28	0	243
SOUTH DAKOTA	63	965	741	22	28	0	0	39
TENNESSEE	5,280	776	507	335	85	39	5	40
TEXAS	907	18,466	7,916	892	75	309	1	430
UTAH	70	53	156	12	0	0	0	0
VERMONT	454	32	298	37	101	0	5	291
VIRGINIA	4,564	339	3,014	381	14	23	0	605
WASHINGTON	2,504	1,854	3,571	198	194	28	0	148
WEST VIRGINIA	2,046	138	396	22	6	30	0	44
WISCONSIN	2,940	1,667	5,111	219	5	10	0	14
WYOMING	191	38	36	2	0	1	0	2
AMERICAN SAMOA	30	0	1	17	0	0	0	0
GUAM	137	4	3	0	0	0	0	0
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	48	0	45	0	1	0	0	0
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	140,364	53,706	87,595	26,106	16,698	1,080	338	6,573
50 STATES, D.C. & P.R.	140,149	53,702	87,546	26,089	16,697	1,080	338	6,573

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TABLE AB3

PERCENTAGE OF CHILDREN AGE 3-5 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

ALL DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	PERCENTAGE							
ALABAMA	.	.	.	.	.	.	.	.
ALASKA	72.27	11.48	11.98	0.72	0.00	0.00	0.00	3.55
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	76.15	1.08	1.81	1.21	18.89	0.23	0.20	0.43
CALIFORNIA	57.21	8.44	29.99	3.65	0.71	0.00	.	.
COLORADO	26.37	14.75	28.30	19.12	9.05	0.86	0.08	1.46
CONNECTICUT	25.19	19.26	44.85	6.43	2.99	0.02	0.15	1.11
DELAWARE	28.28	17.16	24.25	30.30	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	47.80	0.00	28.21	20.95	3.04	0.00	0.00	0.00
FLORIDA	45.57	15.13	23.32	7.69	5.86	0.16	0.03	2.23
GEORGIA	1.16	71.76	17.21	8.99	0.04	0.85	0.00	0.00
HAWAII	25.23	7.06	63.66	2.70	0.45	0.00	0.00	0.90
IDAHO	.	.	.	.	.	.	.	.
ILLINOIS	44.60	3.51	40.02	10.03	1.41	0.05	0.23	0.15
INDIANA	58.29	1.19	8.17	31.37	0.00	0.98	0.00	0.00
IOWA	55.02	1.63	38.59	2.37	0.00	0.27	0.00	2.12
KANSAS	53.14	0.00	20.64	0.00	13.90	0.00	2.21	10.11
KENTUCKY	62.97	23.13	9.75	1.05	1.31	0.00	0.00	1.78
LOUISIANA	34.73	3.66	45.93	8.24	0.01	0.16	0.13	7.12
MAINE	62.45	2.48	6.32	3.99	8.59	1.08	0.65	14.44
MARYLAND	50.85	18.89	5.14	18.09	5.29	0.24	0.00	1.50
MASSACHUSETTS	67.76	3.44	25.93	0.80	1.58	0.09	0.09	0.31
MICHIGAN	0.00	45.43	38.80	12.64	.	0.18	0.03	2.93
MINNESOTA	37.49	0.00	57.16	5.15	0.00	0.08	0.00	0.12
MISSISSIPPI	64.59	11.41	17.47	6.08	0.04	0.00	0.00	0.41
MISSOURI	.	.	.	.	.	.	.	.
MONTANA	60.22	6.31	24.76	5.49	0.07	2.33	0.14	0.69
NEBRASKA	70.75	2.81	17.59	3.82	0.15	0.15	0.04	4.69
NEVADA	28.92	6.78	53.08	11.15	0.00	0.00	0.00	0.08
NEW HAMPSHIRE	28.46	9.46	49.34	4.53	2.66	0.00	0.16	5.39
NEW JERSEY	55.52	1.15	29.45	7.50	5.95	0.33	0.03	0.08
NEW MEXICO	58.00	8.26	27.77	0.53	0.70	0.18	0.00	4.57
NEW YORK	12.70	1.60	20.30	17.59	46.46	0.74	0.44	0.17
NORTH CAROLINA	74.85	5.96	9.08	6.00	2.36	0.04	0.13	1.58
NORTH DAKOTA	41.60	3.44	32.06	15.95	0.84	1.30	0.38	4.43
OHIO	38.45	23.69	7.18	23.69	6.48	0.02	0.00	0.49
OKLAHOMA	63.36	9.06	19.71	4.74	1.28	0.32	0.38	1.16
OREGON	57.66	3.38	32.07	2.35	4.34	0.16	0.04	0.00
PENNSYLVANIA	59.13	4.99	12.11	9.24	4.88	0.13	0.00	9.52
PUERTO RICO	61.54	4.36	15.12	7.67	3.73	0.16	0.09	7.33
RHODE ISLAND	43.02	6.63	42.38	1.47	6.44	0.00	0.00	0.06
SOUTH CAROLINA	84.19	5.59	6.17	0.00	0.00	0.42	0.00	3.64
SOUTH DAKOTA	3.39	51.94	39.88	1.18	1.51	0.00	0.00	2.10
TENNESSEE	74.71	10.98	7.17	4.74	1.20	0.55	0.07	0.57
TEXAS	3.13	63.68	27.30	3.08	0.26	1.07	0.00	1.48
UTAH	24.05	18.21	53.61	4.12	0.00	0.00	0.00	0.00
VERMONT	37.27	2.63	24.47	3.04	8.29	0.00	0.41	23.89
VIRGINIA	50.60	3.76	33.41	4.22	0.16	0.25	0.00	7.59
WASHINGTON	29.47	21.82	42.03	2.33	2.28	0.33	0.00	1.74
WEST VIRGINIA	76.29	5.15	14.77	0.82	0.22	1.12	0.00	1.64
WISCONSIN	29.50	16.73	51.28	2.20	0.05	0.10	0.00	0.14
WYOMING	70.74	14.07	13.33	0.74	0.00	0.37	0.00	0.74
AMERICAN SAMOA	62.50	0.00	2.08	35.42	0.00	0.00	0.00	0.00
GUAM	95.14	2.78	2.08	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	51.06	0.00	47.87	0.00	1.06	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	42.22	16.15	26.35	7.85	5.02	0.32	0.10	1.98
50 STATES, D.C. & P.R.	42.19	16.17	26.36	7.85	5.03	0.33	0.10	1.98

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TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	34,668	7,314	511	9	.	22	95
ALASKA	4,197	1,615	571	14	0	4	0	1
ARIZONA	3,802	21,983	7,364	560	262	228	47	34
ARKANSAS	10,566	6,509	2,565	75	263	95	66	20
CALIFORNIA	81,838	79,266	47,391	5,771	1,447	0	.	.
COLORADO	7,945	12,653	4,039	130	11	52	109	69
CONNECTICUT	16,875	3,582	6,271	640	494	62	157	80
DELAWARE	2,550	2,260	1,035	686	1	2	3	64
DISTRICT OF COLUMBIA	879	548	1,100	288	151	1	24	7
FLORIDA	45,322	37,945	24,078	2,969	131	160	26	415
GEORGIA	526	36,658	8,749	425	58	233	21	24
HAWAII	2,802	2,272	1,206	45	9	11	8	18
IDAHO	6,595	2,558	1,150	148	0	41	19	0
ILLINOIS	48,975	31,822	29,215	2,348	1,690	270	226	224
INDIANA	33,745	11,448	13,119	514	0	262	26	13
IOWA	9,194	13,107	3,050	306	0	102	14	39
KANSAS	11,540	6,084	4,343	195	0	188	191	24
KENTUCKY	15,588	15,288	4,712	230	57	145	27	90
LOUISIANA	16,326	4,113	9,249	748	15	269	17	42
MAINE	7,846	3,575	1,518	54	78	17	35	31
MARYLAND	22,917	6,418	9,820	2,246	435	164	35	50
MASSACHUSETTS	42,709	8,292	12,466	373	1,060	124	121	153
MICHIGAN	40,458	13,772	15,970	2,538	.	173	46	511
MINNESOTA	4,887	26,961	5,131	362	0	133	0	35
MISSISSIPPI	14,327	8,475	5,407	141	46	2	5	72
MISSOURI	29,998	18,296	10,422	1,550	902	116	92	134
MONTANA	5,459	1,559	809	10	4	64	14	38
NEBRASKA	11,192	2,594	2,142	149	31	33	9	55
NEVADA	2,696	4,145	831	244	1	0	3	21
NEW HAMPSHIRE	4,223	1,531	1,658	171	175	1	36	14
NEW JERSEY	47,504	13,088	20,003	2,926	2,892	78	11	121
NEW MEXICO	8,854	3,517	2,778	13	52	86	0	20
NEW YORK	15,478	40,280	49,622	7,011	1,431	357	543	320
NORTH CAROLINA	36,162	12,902	8,002	678	130	324	132	62
NORTH DAKOTA	4,953	466	574	108	7	37	16	23
OHIO	47,349	17,892	22,641	3,619	8,966	327	0	326
OKLAHOMA	20,202	7,804	4,840	236	18	147	27	34
OREGON	16,992	5,200	2,195	50	182	50	56	80
PENNSYLVANIA	47,500	17,772	26,745	997	22	65	19	45
PUERTO RICO	868	6,917	3,639	182	336	39	37	479
RHODE ISLAND	5,519	967	2,459	43	153	0	56	25
SOUTH CAROLINA	17,210	13,824	7,004	762	1	223	3	35
SOUTH DAKOTA	692	5,948	464	16	2	64	119	9
TENNESSEE	28,462	13,159	6,754	637	108	258	36	256
TEXAS	5,770	130,790	13,810	1,540	110	41	31	2,536
UTAH	11,703	9,463	3,123	899	0	107	0	57
VERMONT	5,426	465	282	22	49	1	44	12
VIRGINIA	24,676	11,587	13,393	657	135	165	52	66
WASHINGTON	18,668	9,980	5,170	212	56	108	2	419
WEST VIRGINIA	12,863	4,091	3,523	108	12	1	3	6
WISCONSIN	13,065	11,964	8,020	339	14	135	1	21
WYOMING	1,931	1,646	530	17	3	17	10	5
AMERICAN SAMOA	144	12	5	29	0	0	0	1
GUAM	193	279	93	18	0	0	1	0
NORTHERN MARIANAS	38	48	75	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	94	110	394	0	0	0	3	4
BUR. OF INDIAN AFFAIRS	400	2,369	226	7	17	.	.	13
U.S. AND INSULAR AREAS	898,693	762,537	449,059	45,567	22,026	5,582	2,601	7,348
50 STATES, D.C. & P.R.	897,824	759,719	448,266	45,513	22,009	5,582	2,597	7,330

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TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	81.34	17.16	1.20	0.02	.	0.05	0.22
ALASKA	65.56	25.23	8.92	0.22	0.00	0.06	0.00	0.02
ARIZONA	11.09	64.13	21.48	1.63	0.76	0.67	0.14	0.10
ARKANSAS	52.41	32.29	12.72	0.37	1.30	0.47	0.33	0.10
CALIFORNIA	37.94	36.75	21.97	2.68	0.67	0.00	.	.
COLORADO	31.77	50.60	16.15	0.52	0.04	0.21	0.44	0.28
CONNECTICUT	59.92	12.72	22.27	2.27	1.75	0.22	0.56	0.28
DELAWARE	38.63	34.24	15.68	10.39	0.02	0.03	0.05	0.97
DISTRICT OF COLUMBIA	29.32	18.28	36.69	9.61	5.04	0.03	0.80	0.23
FLORIDA	40.81	34.17	21.68	2.67	0.12	0.14	0.02	0.37
GEORGIA	1.13	78.51	18.74	0.91	0.12	0.50	0.04	0.05
HAWAII	43.98	35.66	18.93	0.71	0.14	0.17	0.13	0.28
IDAHO	62.74	24.34	10.94	1.41	0.00	0.39	0.18	0.00
ILLINOIS	42.67	27.73	25.46	2.05	1.47	0.24	0.20	0.20
INDIANA	57.07	19.36	22.19	0.87	0.00	0.44	0.04	0.02
IOWA	35.62	50.78	11.82	1.19	0.00	0.40	0.05	0.15
KANSAS	51.14	26.96	19.25	0.86	0.00	0.83	0.85	0.11
KENTUCKY	43.14	42.31	13.04	0.64	0.16	0.40	0.07	0.25
LOUISIANA	53.04	13.36	30.05	2.43	0.05	0.87	0.06	0.14
MAINE	59.65	27.18	11.54	0.41	0.59	0.13	0.27	0.24
MARYLAND	54.45	15.25	23.33	5.34	1.03	0.39	0.08	0.12
MASSACHUSETTS	65.41	12.70	19.09	0.57	1.62	0.19	0.19	0.23
MICHIGAN	55.07	18.75	21.74	3.45	.	0.24	0.06	0.70
MINNESOTA	13.03	71.88	13.68	0.97	0.00	0.35	0.00	0.09
MISSISSIPPI	50.31	29.76	18.99	0.50	0.16	0.01	0.02	0.25
MISSOURI	48.77	29.74	16.94	2.52	1.47	0.19	0.15	0.22
MONTANA	68.61	19.59	10.17	0.13	0.05	0.80	0.18	0.48
NEBRASKA	69.07	16.01	13.22	0.92	0.19	0.20	0.06	0.34
NEVADA	33.95	52.20	10.46	3.07	0.01	0.00	0.04	0.26
NEW HAMPSHIRE	54.08	19.61	21.23	2.19	2.24	0.01	0.46	0.18
NEW JERSEY	54.84	15.11	23.09	3.38	3.34	0.09	0.01	0.14
NEW MEXICO	57.79	22.96	18.13	0.08	0.34	0.56	0.00	0.13
NEW YORK	13.45	35.01	43.13	6.09	1.24	0.31	0.47	0.28
NORTH CAROLINA	61.93	22.10	13.70	1.16	0.22	0.55	0.23	0.11
NORTH DAKOTA	80.09	7.54	9.28	1.75	0.11	0.60	0.26	0.37
OHIO	46.82	17.69	22.39	3.58	8.87	0.32	0.00	0.32
OKLAHOMA	60.65	23.43	14.53	0.71	0.05	0.44	0.08	0.10
OREGON	68.50	20.96	8.85	0.20	0.73	0.20	0.23	0.32
PENNSYLVANIA	50.98	19.08	28.71	1.07	0.02	0.07	0.02	0.05
PUERTO RICO	6.95	55.35	29.12	1.46	2.69	0.31	0.30	3.83
RHODE ISLAND	59.85	10.49	26.66	0.47	1.66	0.00	0.61	0.27
SOUTH CAROLINA	44.06	35.39	17.93	1.95	0.00	0.57	0.01	0.09
SOUTH DAKOTA	9.46	81.32	6.34	0.22	0.03	0.88	1.63	0.12
TENNESSEE	57.30	26.49	13.60	1.28	0.22	0.52	0.07	0.52
TEXAS	3.73	84.58	8.93	1.00	0.07	0.03	0.02	1.64
UTAH	46.16	37.33	12.32	3.55	0.00	0.42	0.00	0.22
VERMONT	86.11	7.38	4.48	0.35	0.78	0.02	0.70	0.19
VIRGINIA	48.64	22.84	26.40	1.30	0.27	0.33	0.10	0.13
WASHINGTON	53.93	28.83	14.94	0.61	0.16	0.31	0.01	1.21
WEST VIRGINIA	62.42	19.85	17.10	0.52	0.06	0.00	0.01	0.03
WISCONSIN	38.93	35.65	23.90	1.01	0.04	0.40	0.00	0.06
WYOMING	46.43	39.58	12.74	0.41	0.07	0.41	0.24	0.12
AMERICAN SAMOA	75.39	6.28	2.62	15.18	0.00	0.00	0.00	0.52
GUAM	33.05	47.77	15.92	3.08	0.00	0.00	0.17	0.00
NORTHERN MARIANAS	23.60	29.81	46.58	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	15.54	18.18	65.12	0.00	0.00	0.00	0.50	0.66
BUR. OF INDIAN AFFAIRS	13.19	78.13	7.45	0.23	0.56	.	.	0.43
U.S. AND INSULAR AREAS	40.97	34.76	20.47	2.08	1.00	0.25	0.12	0.34
50 STATES, D.C. & P.R.	41.02	34.71	20.48	2.08	1.01	0.26	0.12	0.33

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TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

MENTAL RETARDATION

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	2,417	5,580	350	4	.	1	20
ALASKA	90	23	60	0	0	0	0	0
ARIZONA	37	478	1,875	276	43	0	0	7
ARKANSAS	597	1,744	1,696	19	187	23	29	6
CALIFORNIA	302	190	7,648	931	55	0	.	.
COLORADO	12	222	912	8	4	0	0	2
CONNECTICUT	24	69	954	166	32	1	19	10
DELAWARE	27	175	182	190	1	0	1	2
DISTRICT OF COLUMBIA	0	32	175	104	4	0	1	0
FLORIDA	46	370	7,427	1,806	4	14	7	32
GEORGIA	71	4,106	4,494	155	10	48	7	4
HAWAII	8	85	384	3	3	7	0	3
IDAHO	120	107	987	0	0	0	0	0
ILLINOIS	48	123	6,927	1,031	605	47	149	4
INDIANA	20	575	6,701	371	0	1	10	7
IOWA	12	2,605	1,548	171	0	6	0	4
KANSAS	116	87	1,940	34	0	17	12	2
KENTUCKY	446	3,541	2,784	80	0	0	0	22
LOUISIANA	112	267	3,246	423	7	83	2	8
MAINE	124	375	512	13	19	0	1	3
MARYLAND	73	109	1,105	562	32	1	4	1
MASSACHUSETTS	9,054	1,758	2,643	79	225	27	26	32
MICHIGAN	255	816	4,897	1,188	.	4	0	41
MINNESOTA	110	1,489	2,441	115	0	18	0	4
MISSISSIPPI	47	824	1,975	75	2	0	1	16
MISSOURI	302	624	4,120	752	578	26	2	74
MONTANA	62	84	304	8	3	1	2	2
NEBRASKA	293	533	878	58	4	7	3	2
NEVADA	6	119	200	117	0	0	0	0
NEW HAMPSHIRE	101	33	155	12	24	0	0	1
NEW JERSEY	11	35	924	585	160	2	4	7
NEW MEXICO	32	247	509	2	0	11	0	2
NEW YORK	5	264	5,626	1,413	130	19	59	22
NORTH CAROLINA	1,058	2,659	3,965	462	81	2	70	8
NORTH DAKOTA	37	77	383	25	2	4	10	6
OHIO	68	1,825	13,392	2,117	44	1	0	4
OKLAHOMA	318	1,501	2,846	80	1	8	2	0
OREGON	136	266	849	10	5	4	0	3
PENNSYLVANIA	116	760	8,783	500	0	32	0	12
PUERTO RICO	79	2,398	2,279	132	44	3	1	50
RHODE ISLAND	5	5	301	0	59	0	4	2
SOUTH CAROLINA	205	1,729	3,035	563	0	62	0	12
SOUTH DAKOTA	20	412	206	5	0	0	7	0
TENNESSEE	379	1,256	3,012	198	54	54	34	11
TEXAS	26	3,245	4,178	521	11	2	2	43
UTAH	172	303	932	110	0	5	0	0
VERMONT	338	47	179	0	8	0	1	5
VIRGINIA	93	307	4,142	263	10	31	6	21
WASHINGTON	283	921	1,861	57	4	12	0	10
WEST VIRGINIA	150	546	2,139	92	11	1	1	0
WISCONSIN	32	204	832	104	0	0	0	0
WYOMING	0	51	144	12	0	13	1	1
AMERICAN SAMOA	54	12	0	20	0	0	0	0
GUAM	22	50	44	4	0	0	0	0
NORTHERN MARIANAS	0	0	9	0	0	0	0	0
TRUST TERRITORIES		.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	166	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	4	86	53	0	8	.	.	2
U.S. AND INSULAR AREAS	16,158	43,186	135,539	16,372	2,478	597	479	530
50 STATES, D.C. & P.R.	16,078	43,038	135,267	16,348	2,470	597	479	528

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TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

MENTAL RETARDATION

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	28.87	66.65	4.18	0.05	.	0.01	0.24
ALASKA	52.02	13.29	34.68	0.00	0.00	0.00	0.00	0.00
ARIZONA	1.36	17.60	69.04	10.16	1.58	0.00	0.00	0.26
ARKANSAS	13.88	40.55	39.43	0.44	4.35	0.53	0.67	0.14
CALIFORNIA	3.31	2.08	83.80	10.20	0.60	0.00	.	.
COLORADO	1.03	19.14	78.62	0.69	0.34	0.00	0.00	0.17
CONNECTICUT	1.88	5.41	74.82	13.02	2.51	0.08	1.49	0.78
DELAWARE	4.67	30.28	31.49	32.87	0.17	0.00	0.17	0.35
DISTRICT OF COLUMBIA	0.00	10.13	55.38	32.91	1.27	0.00	0.32	0.00
FLORIDA	0.47	3.81	76.52	18.61	0.04	0.14	0.07	0.33
GEORGIA	0.80	46.16	50.52	1.74	0.11	0.54	0.08	0.04
HAWAII	1.62	17.24	77.89	0.61	0.61	1.42	0.00	0.61
IDAHO	9.88	8.81	81.30	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.54	1.38	77.54	11.54	6.77	0.53	1.67	0.04
INDIANA	0.26	7.48	87.20	4.83	0.00	0.01	0.13	0.09
IOWA	0.28	59.94	35.62	3.93	0.00	0.14	0.00	0.09
KANSAS	5.25	3.94	87.86	1.54	0.00	0.77	0.54	0.09
KENTUCKY	6.49	51.52	40.51	1.16	0.00	0.00	0.00	0.32
LOUISIANA	2.70	6.44	78.25	10.20	0.17	2.00	0.05	0.19
MAINE	11.84	35.82	48.90	1.24	1.81	0.00	0.10	0.29
MARYLAND	3.87	5.78	58.56	29.78	1.70	0.05	0.21	0.05
MASSACHUSETTS	65.40	12.70	19.09	0.57	1.63	0.20	0.19	0.23
MICHIGAN	3.54	11.33	68.00	16.50	.	0.06	0.00	0.57
MINNESOTA	2.63	35.65	58.44	2.75	0.00	0.43	0.00	0.10
MISSISSIPPI	1.60	28.03	67.18	2.55	0.07	0.00	0.03	0.54
MISSOURI	4.66	9.63	63.60	11.61	8.92	0.40	0.03	1.14
MONTANA	13.30	18.03	65.24	1.72	0.64	0.21	0.43	0.43
NEBRASKA	16.48	29.98	49.38	3.26	0.22	0.39	0.17	0.11
NEVADA	1.36	26.92	45.25	26.47	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	30.98	10.12	47.55	3.68	7.36	0.00	0.00	0.31
NEW JERSEY	0.64	2.03	53.47	33.85	9.26	0.12	0.23	0.41
NEW MEXICO	3.99	30.76	63.39	0.25	0.00	1.37	0.00	0.25
NEW YORK	0.07	3.50	74.64	18.75	1.72	0.25	0.78	0.29
NORTH CAROLINA	12.74	32.02	47.74	5.56	0.98	0.02	0.84	0.10
NORTH DAKOTA	6.80	14.15	70.40	4.60	0.37	0.74	1.84	1.10
OHIO	0.39	10.46	76.74	12.13	0.25	0.01	0.00	0.02
OKLAHOMA	6.69	31.56	59.84	1.68	0.02	0.17	0.04	0.00
OREGON	10.68	20.90	66.69	0.79	0.39	0.31	0.00	0.24
PENNSYLVANIA	1.14	7.45	86.08	4.90	0.00	0.31	0.00	0.12
PUERTO RICO	1.58	48.09	45.71	2.65	0.88	0.06	0.02	1.00
RHODE ISLAND	1.33	1.33	80.05	0.00	15.69	0.00	1.06	0.53
SOUTH CAROLINA	3.66	30.84	54.14	10.04	0.00	1.11	0.00	0.21
SOUTH DAKOTA	3.08	63.38	31.69	0.77	0.00	0.00	1.08	0.00
TENNESSEE	7.58	25.13	60.26	3.96	1.08	1.08	0.68	0.22
TEXAS	0.32	40.42	52.04	6.49	0.14	0.02	0.02	0.54
UTAH	11.30	19.91	61.24	7.23	0.00	0.33	0.00	0.00
VERMONT	58.48	8.13	30.97	0.00	1.38	0.00	0.17	0.87
VIRGINIA	1.91	6.30	85.00	5.40	0.21	0.64	0.12	0.43
WASHINGTON	8.99	29.26	59.12	1.81	0.13	0.38	0.00	0.32
WEST VIRGINIA	5.10	18.57	72.76	3.13	0.37	0.03	0.03	0.00
WISCONSIN	2.73	17.41	70.99	8.87	0.00	0.00	0.00	0.00
WYOMING	0.00	22.97	64.86	5.41	0.00	5.86	0.45	0.45
AMERICAN SAMOA	62.79	13.95	0.00	23.26	0.00	0.00	0.00	0.00
GUAM	18.33	41.67	36.67	3.33	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	2.61	56.21	34.64	0.00	5.23	.	.	1.31
U.S. AND INSULAR AREAS	7.50	20.05	62.94	7.60	1.15	0.28	0.22	0.25
50 STATES, D.C. & P.R.	7.48	20.04	62.97	7.61	1.15	0.28	0.22	0.25

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NUMBER OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	19,296	166	12	0	.	1	6
ALASKA	1,983	462	122	13	0	1	0	0
ARIZONA	2,625	8,274	1,059	45	6	0	0	1
ARKANSAS	6,122	198	69	2	0	0	0	0
CALIFORNIA	72,361	1,562	3,055	372	40	0	.	.
COLORADO	4,841	1,494	338	3	0	0	1	1
CONNECTICUT	7,088	245	636	15	21	0	2	1
DELAWARE	1,272	217	0	0	0	0	0	0
DISTRICT OF COLUMBIA	831	6	80	1	1	0	0	0
FLORIDA	39,595	9,239	1,000	21	58	0	0	1
GEORGIA	194	16,748	52	3	3	0	0	1
HAWAII	1,870	33	29	0	0	0	0	0
IDAHO	2,973	0	0	0	0	0	0	0
ILLINOIS	46,567	1,081	1,309	127	3	1	2	2
INDIANA	32,665	0	0	1	0	11	0	0
IOWA	8,531	126	28	0	0	0	0	0
KANSAS	8,133	3,747	297	4	0	0	38	4
KENTUCKY	14,064	5,034	44	0	42	0	0	0
LOUISIANA	14,420	114	674	9	3	1	0	10
MAINE	4,250	393	121	1	11	0	0	6
MARYLAND	15,997	1,364	2,263	221	53	0	2	10
MASSACHUSETTS	9,823	1,907	2,867	86	244	29	28	35
MICHIGAN	27,624	384	747	42	.	3	16	305
MINNESOTA	2,009	9,880	422	15	0	2	0	1
MISSISSIPPI	13,222	1,914	495	15	12	0	0	1
MISSOURI	21,712	3,408	996	66	48	0	0	2
MONTANA	3,145	65	16	0	0	4	0	12
NEBRASKA	6,684	56	128	26	8	1	1	2
NEVADA	2,086	562	75	1	0	0	0	0
NEW HAMPSHIRE	1,438	327	430	11	14	0	0	5
NEW JERSEY	42,765	230	1,227	51	293	0	0	1
NEW MEXICO	4,238	964	756	0	25	0	0	1
NEW YORK	13,124	2,137	4,272	382	7	27	18	7
NORTH CAROLINA	20,525	1,085	134	2	12	0	0	2
NORTH DAKOTA	2,905	97	59	49	4	0	0	13
OHIO	38,161	0	0	0	7,829	0	0	0
OKLAHOMA	13,937	619	28	17	2	1	0	0
OREGON	8,973	670	371	5	20	0	7	5
PENNSYLVANIA	41,907	4,286	159	51	0	0	0	9
PUERTO RICO	363	497	139	0	16	1	0	3
RHODE ISLAND	2,477	63	88	2	2	0	0	0
SOUTH CAROLINA	15,462	1,148	222	0	1	0	0	4
SOUTH DAKOTA	286	3,185	76	0	0	0	0	3
TENNESSEE	[illegible],035	2,200	285	107	0	0	0	0
TEXAS	2,419	46,176	265	30	9	0	0	12
UTAH	4,910	1,878	99	16	0	0	0	0
VERMONT	2,257	141	33	2	10	0	3	6
VIRGINIA	17,761	2,845	80	4	3	1	2	5
WASHINGTON	10,340	271	6	0	2	0	0	257
WEST VIRGINIA	9,709	139	9	0	0	0	0	0
WISCONSIN	9,624	1,618	199	8	13	0	0	0
WYOMING	1,518	168	50	0	1	0	0	0
AMERICAN SAMOA	90	0	0	0	0	0	0	0
GUAM	98	3	2	0	0	0	1	0
NORTHERN MARIANAS	6	10	11	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	93	0	47	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	126	979	0	0	0	.	.	0
U.S. AND INSULAR AREAS	656,234	159,545	26,135	1,838	8,816	83	122	734
50 STATES, D.C. & P.R.	655,821	158,553	26,075	1,838	8,816	83	121	734

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PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

SPEECH OR LANGUAGE IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	99.05	0.85	0.06	0.00	.	0.01	0.03
ALASKA	76.83	17.90	4.73	0.50	0.00	0.04	0.00	0.00
ARIZONA	21.86	68.89	8.82	0.37	0.05	0.00	0.00	0.01
ARKANSAS	95.79	3.10	1.08	0.03	0.00	0.00	0.00	0.00
CALIFORNIA	93.50	2.02	3.95	0.48	0.05	0.00	.	.
COLORADO	72.49	22.37	5.06	0.04	0.00	0.00	0.01	0.01
CONNECTICUT	88.51	3.06	7.94	0.19	0.26	0.00	0.02	0.01
DELAWARE	85.43	14.57	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	90.42	0.65	8.71	0.11	0.11	0.00	0.00	0.00
FLORIDA	79.33	18.51	2.00	0.04	0.12	0.00	0.00	0.00
GEORGIA	1.14	98.51	0.31	0.02	0.02	0.00	0.00	0.01
HAWAII	96.79	1.71	1.50	0.00	0.00	0.00	0.00	0.00
IDAHO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	94.86	2.20	2.67	0.26	0.01	0.00	0.00	0.00
INDIANA	99.96	0.00	0.00	0.00	0.00	0.03	0.00	0.00
IOWA	98.23	1.45	0.32	0.00	0.00	0.00	0.00	0.00
KANSAS	66.54	30.66	2.43	0.03	0.00	0.00	0.31	0.03
KENTUCKY	73.31	26.24	0.23	0.00	0.22	0.00	0.00	0.00
LOUISIANA	94.68	0.75	4.43	0.06	0.02	0.01	0.00	0.07
MAINE	88.87	8.22	2.53	0.02	0.23	0.00	0.00	0.13
MARYLAND	80.35	6.85	11.37	1.11	0.27	0.00	0.01	0.05
MASSACHUSETTS	65.40	12.70	19.09	0.57	1.62	0.19	0.19	0.23
MICHIGAN	94.86	1.32	2.57	0.14	.	0.01	0.05	1.05
MINNESOTA	16.29	80.14	3.42	0.12	0.00	0.02	0.00	0.01
MISSISSIPPI	84.44	12.22	3.16	0.10	0.08	0.00	0.00	0.01
MISSOURI	82.77	12.99	3.80	0.25	0.18	0.00	0.00	0.01
MONTANA	97.01	2.00	0.49	0.00	0.00	0.12	0.00	0.37
NEBRASKA	96.79	0.81	1.85	0.38	0.12	0.01	0.01	0.03
NEVADA	76.58	20.63	2.75	0.04	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	64.63	14.70	19.33	0.49	0.63	0.00	0.00	0.22
NEW JERSEY	95.96	0.52	2.75	0.11	0.66	0.00	0.00	0.00
NEW MEXICO	70.82	16.11	12.63	0.00	0.42	0.00	0.00	0.02
NEW YORK	65.71	10.70	21.39	1.91	0.04	0.14	0.09	0.04
NORTH CAROLINA	94.32	4.99	0.62	0.01	0.06	0.00	0.00	0.01
NORTH DAKOTA	92.90	3.10	1.89	1.57	0.13	0.00	0.00	0.42
OHIO	82.98	0.00	0.00	0.00	17.02	0.00	0.00	0.00
OKLAHOMA	95.43	4.24	0.19	0.12	0.01	0.01	0.00	0.00
OREGON	89.27	6.67	3.69	0.05	0.20	0.00	0.07	0.05
PENNSYLVANIA	90.29	9.23	0.34	0.11	0.00	0.00	0.00	0.02
PUERTO RICO	35.62	48.77	13.64	0.00	1.57	0.10	0.00	0.28
RHODE ISLAND	94.11	2.39	3.34	0.08	0.08	0.00	0.00	0.00
SOUTH CAROLINA	91.83	6.82	1.32	0.00	0.01	0.00	0.00	0.02
SOUTH DAKOTA	8.06	89.72	2.14	0.00	0.00	0.00	0.00	0.08
TENNESSEE	87.43	10.67	1.38	0.52	0.00	0.00	0.00	0.00
TEXAS	4.95	94.41	0.54	0.06	0.02	0.00	0.00	0.02
UTAH	71.13	27.21	1.43	0.23	0.00	0.00	0.00	0.00
VERMONT	92.05	5.75	1.35	0.08	0.41	0.00	0.12	0.24
VIRGINIA	85.80	13.74	0.39	0.02	0.01	0.00	0.01	0.02
WASHINGTON	95.07	2.49	0.06	0.00	0.02	0.00	0.00	2.36
WEST VIRGINIA	98.50	1.41	0.09	0.00	0.00	0.00	0.00	0.00
WISCONSIN	83.96	14.12	1.74	0.07	0.11	0.00	0.00	0.00
WYOMING	87.39	9.67	2.88	0.00	0.06	0.00	0.00	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	94.23	2.88	1.92	0.00	0.00	0.00	0.96	0.00
NORTHERN MARIANAS	22.22	37.04	40.74	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	66.43	0.00	33.57	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	11.40	88.60	0.00	0.00	0.00	.	.	0.00
U.S. AND INSULAR AREAS	76.89	18.69	3.06	0.22	1.03	0.01	0.01	0.09
50 STATES, D.C. & P.R.	76.97	18.61	3.06	0.22	1.03	0.01	0.01	0.09

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TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

VISUAL IMPAIRMENTS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	.	112	13	3	0	.	0	0
ALASKA	21	2	0	0	0	0	0	0
ARIZONA	40	107	35	0	5	59	0	1
ARKANSAS	27	18	4	11	0	17	0	0
CALIFORNIA	368	101	664	81	12	0	.	.
COLORADO	71	31	8	0	0	8	0	0
CONNECTICUT	71	18	73	22	7	0	1	3
DELAWARE	26	29	5	21	0	0	1	0
DISTRICT OF COLUMBIA	0	0	16	0	0	0	0	0
FLORIDA	166	93	78	7	0	21	0	1
GEORGIA	3	139	26	30	0	20	0	0
HAWAII	18	3	13	4	0	0	0	0
IDAHO	16	6	0	0	0	8	0	0
ILLINOIS	109	104	233	16	3	16	2	0
INDIANA	38	112	26	1	0	74	0	0
IOWA	29	27	3	0	0	14	0	0
KANSAS	63	29	8	9	0	17	0	1
KENTUCKY	132	51	20	2	1	37	0	0
LOUISIANA	68	34	61	0	0	17	0	1
MAINE	37	16	0	0	0	0	0	0
MARYLAND	107	27	41	17	0	42	0	0
MASSACHUSETTS	256	50	75	2	6	0	1	1
MICHIGAN	163	49	103	4	.	0	0	6
MINNESOTA	77	63	12	0	0	0	0	0
MISSISSIPPI	4	22	17	1	0	1	0	1
MISSOURI	82	2	62	2	0	8	0	2
MONTANA	19	14	45	0	0	6	0	2
NEBRASKA	47	12	28	1	0	4	0	0
NEVADA	4	3	31	0	0	0	0	0
NEW HAMPSHIRE	10	2	2	28	3	0	0	0
NEW JERSEY	96	26	33	3	6	28	1	0
NEW MEXICO	19	14	17	0	0	9	0	0
NEW YORK	194	192	126	14	28	0	3	2
NORTH CAROLINA	183	46	13	8	0	10	0	0
NORTH DAKOTA	25	0	7	1	0	6	0	0
OHIO	149	78	126	1	2	40	0	0
OKLAHOMA	46	7	22	9	1	25	0	0
OREGON	104	13	19	2	1	10	0	6
PENNSYLVANIA	313	55	98	5	0	0	2	0
PUERTO RICO	42	142	30	2	2	23	4	2
RHODE ISLAND	19	4	9	0	0	0	1	0
SOUTH CAROLINA	103	39	36	0	0	31	0	0
SOUTH DAKOTA	8	15	0	0	0	3	0	0
TENNESSEE	259	101	34	10	0	51	0	1
TEXAS	176	449	114	10	0	4	2	5
UTAH	35	24	42	25	0	1	0	0
VERMONT	20	0	2	0	0	0	0	0
VIRGINIA	216	17	9	0	2	15	0	1
WASHINGTON	60	31	21	1	0	34	0	0
WEST VIRGINIA	50	12	1	1	0	0	0	2
WISCONSIN	59	14	13	2	0	9	0	0
WYOMING	11	5	10	0	0	0	0	0
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	7	2	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	3	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	4	0	0	0	.	.	0
U.S. AND INSULAR AREAS	4,268	2,566	2,487	357	79	668	18	38
50 STATES, D.C. & P.R.	4,259	2,560	2,484	356	79	668	18	38

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TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

VISUAL IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	87.50	10.16	2.34	0.00	.	0.00	0.00
ALASKA	91.30	8.70	0.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	16.19	43.32	14.17	0.00	2.02	23.89	0.00	0.40
ARKANSAS	35.06	23.38	5.19	14.29	0.00	22.08	0.00	0.00
CALIFORNIA	30.02	8.24	54.16	6.61	0.98	0.00	.	.
COLORADO	60.17	26.27	6.78	0.00	0.00	6.78	0.00	0.00
CONNECTICUT	36.41	9.23	37.44	11.28	3.59	0.00	0.51	1.54
DELAWARE	31.71	35.37	6.10	25.61	0.00	0.00	1.22	0.00
DISTRICT OF COLUMBIA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	45.36	25.41	21.31	1.91	0.00	5.74	0.00	0.27
GEORGIA	1.38	63.76	11.93	13.76	0.00	9.17	0.00	0.00
HAWAII	47.37	7.89	34.21	10.53	0.00	0.00	0.00	0.00
IDAHO	53.33	20.00	0.00	0.00	0.00	26.67	0.00	0.00
ILLINOIS	22.57	21.53	48.24	3.31	0.62	3.31	0.41	0.00
INDIANA	15.14	44.62	10.36	0.40	0.00	29.48	0.00	0.00
IOWA	39.73	36.99	4.11	0.00	0.00	19.18	0.00	0.00
KANSAS	49.61	22.83	6.30	7.09	0.00	13.39	0.00	0.79
KENTUCKY	54.32	20.99	8.23	0.82	0.41	15.23	0.00	0.00
LOUISIANA	37.57	18.78	33.70	0.00	0.00	9.39	0.00	0.55
MAINE	69.81	30.19	0.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	45.73	11.54	17.52	7.26	0.00	17.95	0.00	0.00
MASSACHUSETTS	65.47	12.79	19.18	0.51	1.53	0.00	0.26	0.26
MICHIGAN	50.15	15.08	31.69	1.23	.	0.00	0.00	1.85
MINNESOTA	50.66	41.45	7.89	0.00	0.00	0.00	0.00	0.00
MISSISSIPPI	8.70	47.83	36.96	2.17	0.00	2.17	0.00	2.17
MISSOURI	51.90	1.27	39.24	1.27	0.00	5.06	0.00	1.27
MONTANA	22.09	16.28	52.33	0.00	0.00	6.98	0.00	2.33
NEBRASKA	51.09	13.04	30.43	1.09	0.00	4.35	0.00	0.00
NEVADA	10.53	7.89	81.58	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	22.22	4.44	4.44	62.22	6.67	0.00	0.00	0.00
NEW JERSEY	49.74	13.47	17.10	1.55	3.11	14.51	0.52	0.00
NEW MEXICO	32.20	23.73	28.81	0.00	0.00	15.25	0.00	0.00
NEW YORK	34.70	34.35	22.54	2.50	5.01	0.00	0.54	0.36
NORTH CAROLINA	70.38	17.69	5.00	3.08	0.00	3.85	0.00	0.00
NORTH DAKOTA	64.10	0.00	17.95	2.56	0.00	15.38	0.00	0.00
OHIO	37.63	19.70	31.82	0.25	0.51	10.10	0.00	0.00
OKLAHOMA	41.82	6.36	20.00	8.18	0.91	22.73	0.00	0.00
OREGON	67.10	8.39	12.26	1.29	0.65	6.45	0.00	3.87
PENNSYLVANIA	66.17	11.63	20.72	1.06	0.00	0.00	0.42	0.00
PUERTO RICO	17.00	57.49	12.15	0.81	0.81	9.31	1.62	0.81
RHODE ISLAND	57.58	12.12	27.27	0.00	0.00	0.00	3.03	0.00
SOUTH CAROLINA	49.28	18.66	17.22	0.00	0.00	14.83	0.00	0.00
SOUTH DAKOTA	30.77	57.69	0.00	0.00	0.00	11.54	0.00	0.00
TENNESSEE	56.80	22.15	7.46	2.19	0.00	11.18	0.00	0.22
TEXAS	23.16	59.08	15.00	1.32	0.00	0.53	0.26	0.66
UTAH	27.56	18.90	33.07	19.69	0.00	0.79	0.00	0.00
VERMONT	90.91	0.00	9.09	0.00	0.00	0.00	0.00	0.00
VIRGINIA	83.08	6.54	3.46	0.00	0.77	5.77	0.00	0.38
WASHINGTON	40.82	21.09	14.29	0.68	0.00	23.13	0.00	0.00
WEST VIRGINIA	75.76	18.18	1.52	1.52	0.00	0.00	0.00	3.03
WISCONSIN	60.82	14.43	13.40	2.06	0.00	9.28	0.00	0.00
WYOMING	42.31	19.23	38.46	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	77.78	22.22	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	33.33	66.67	0.00	0.00	0.00	.	.	0.00
U.S. AND INSULAR AREAS	40.72	24.48	23.73	3.41	0.75	6.37	0.17	0.36
50 STATES, D.C. & P.R.	40.71	24.47	23.74	3.40	0.76	6.39	0.17	0.36

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TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

SERIOUS EMOTIONAL DISTURBANCE

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	.	1,737	563	23	1	.	19	1
ALASKA	81	31	60	0	0	2	0	0
ARIZONA	24	506	637	39	66	0	44	2
ARKANSAS	17	39	54	0	2	0	6	1
CALIFORNIA	171	155	2,211	269	933	0	.	.
COLORADO	889	1,341	906	5	7	0	104	51
CONNECTICUT	1,271	416	1,287	212	249	55	102	38
DELAWARE	149	184	139	147	0	0	0	32
DISTRICT OF COLUMBIA	1	10	179	45	18	0	18	5
FLORIDA	371	3,395	4,599	895	19	20	18	7
GEORGIA	73	6,271	1,813	169	2	96	12	2
HAWAII	31	65	220	0	6	0	8	7
IDAHO	40	80	41	0	0	0	19	0
ILLINOIS	246	1,330	4,507	519	881	142	56	3
INDIANA	204	206	1,197	73	0	1	5	2
IOWA	101	1,162	839	49	0	33	2	7
KANSAS	361	204	895	118	0	51	76	3
KENTUCKY	27	378	482	48	1	0	18	9
LOUISIANA	104	145	932	76	0	39	5	4
MAINE	648	442	328	21	37	0	27	6
MARYLAND	104	83	531	170	175	2	18	8
MASSACHUSETTS	5,851	1,136	1,708	51	145	17	16	21
MICHIGAN	1,723	1,293	2,660	388	.	110	25	65
MINNESOTA	453	1,553	841	189	0	94	0	21
MISSISSIPPI	1	39	63	1	1	0	2	3
MISSOURI	684	1,566	1,704	202	140	6	86	16
MONTANA	66	37	68	0	0	20	10	6
NEBRASKA	362	176	319	22	17	1	1	2
NEVADA	25	214	93	31	0	0	1	3
NEW HAMPSHIRE	212	96	156	2	47	1	16	3
NEW JERSEY	93	355	1,505	426	841	36	1	35
NEW MEXICO	416	276	571	7	2	26	0	2
NEW YORK	213	1,990	9,071	1,977	874	274	210	91
NORTH CAROLINA	1,379	764	1,437	30	1	50	10	10
NORTH DAKOTA	53	24	45	0	0	0	1	0
OHIO	104	127	1,434	937	5	30	0	64
OKLAHOMA	39	26	404	24	2	31	2	11
OREGON	234	168	316	17	110	4	41	17
PENNSYLVANIA	261	735	3,466	205	19	14	13	18
PUERTO RICO	15	117	284	8	2	0	0	16
RHODE ISLAND	67	36	260	0	46	0	26	1
SOUTH CAROLINA	260	1,220	995	90	0	9	2	10
SOUTH DAKOTA	13	64	27	1	2	4	55	0
TENNESSEE	157	177	340	64	17	51	1	18
TEXAS	328	5,175	2,624	212	9	9	16	1,043
UTAH	1,991	2,227	702	102	0	96	0	37
VERMONT	192	19	11	18	8	0	12	0
VIRGINIA	369	257	1,678	139	57	18	29	8
WASHINGTON	491	497	508	60	12	2	1	15
WEST VIRGINIA	325	128	328	3	0	0	1	2
WISCONSIN	472	1,152	1,465	13	0	17	1	0
WYOMING	34	67	83	0	0	0	6	0
AMERICAN SAMOA	0	0	0	2	0	0	0	0
GUAM	0	1	2	0	0	0	0	0
NORTHERN MARIANAS	0	0	1	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	1	10	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	32	53	23	2	2	.	.	2
U.S. AND INSULAR AREAS	21,828	39,946	57,622	8,101	4,756	1,361	1,143	1,728
50 STATES, D.C. & P.R.	21,796	39,891	57,586	8,097	4,754	1,361	1,142	1,726

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TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

SERIOUS EMOTIONAL DISTURBANCE

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	74.10	24.02	0.98	0.04	.	0.81	0.04
ALASKA	46.55	17.82	34.48	0.00	0.00	1.15	0.00	0.00
ARIZONA	1.82	38.39	48.33	2.96	5.01	0.00	3.34	0.15
ARKANSAS	14.29	32.77	45.38	0.00	1.68	0.00	5.04	0.84
CALIFORNIA	4.57	4.15	59.13	7.19	24.95	0.00	.	.
COLORADO	26.91	40.60	27.43	0.15	0.21	0.00	3.15	1.54
CONNECTICUT	35.01	11.46	35.45	5.84	6.86	1.52	2.81	1.05
DELAWARE	22.89	28.26	21.35	22.58	0.00	0.00	0.00	4.92
DISTRICT OF COLUMBIA	0.36	3.62	64.86	16.30	6.52	0.00	6.52	1.81
FLORIDA	3.98	36.41	49.32	9.60	0.20	0.21	0.19	0.08
GEORGIA	0.87	74.32	21.49	2.00	0.02	1.14	0.14	0.02
HAWAII	9.20	19.29	65.28	0.00	1.78	0.00	2.37	2.08
IDAHO	22.22	44.44	22.78	0.00	0.00	0.00	10.56	0.00
ILLINOIS	3.20	17.31	58.65	6.75	11.47	1.85	0.73	0.04
INDIANA	12.09	12.20	70.91	4.32	0.00	0.06	0.30	0.12
IOWA	4.61	52.99	38.26	2.23	0.00	1.50	0.09	0.32
KANSAS	21.14	11.94	52.40	6.91	0.00	2.99	4.45	0.18
KENTUCKY	2.80	39.25	50.05	4.98	0.10	0.00	1.87	0.93
LOUISIANA	7.97	11.11	71.42	5.82	0.00	2.99	0.38	0.31
MAINE	42.94	29.29	21.74	1.39	2.45	0.00	1.79	0.40
MARYLAND	9.53	7.61	48.67	15.58	16.04	0.18	1.65	0.73
MASSACHUSETTS	65.41	12.70	19.09	0.57	1.62	0.19	0.18	0.23
MICHIGAN	27.51	20.64	42.46	6.19	.	1.76	0.40	1.04
MINNESOTA	14.38	49.29	26.69	6.00	0.00	2.98	0.00	0.67
MISSISSIPPI	0.91	35.45	57.27	0.91	0.91	0.00	1.82	2.73
MISSOURI	15.53	35.56	38.69	4.59	3.18	0.14	1.95	0.36
MONTANA	31.88	17.87	32.85	0.00	0.00	9.66	4.83	2.90
NEBRASKA	40.22	19.56	35.44	2.44	1.89	0.11	0.11	0.22
NEVADA	6.81	58.31	25.34	8.45	0.00	0.00	0.27	0.82
NEW HAMPSHIRE	39.77	18.01	29.27	0.38	8.82	0.19	3.00	0.56
NEW JERSEY	2.83	10.78	45.72	12.94	25.55	1.09	0.03	1.06
NEW MEXICO	32.00	21.23	43.92	0.54	0.15	2.00	0.00	0.15
NEW YORK	1.45	13.54	61.71	13.45	5.95	1.86	1.43	0.62
NORTH CAROLINA	37.46	20.76	39.04	0.81	0.03	1.36	0.27	0.27
NORTH DAKOTA	43.09	19.51	36.59	0.00	0.00	0.00	0.81	0.00
OHIO	3.85	4.70	53.09	34.69	0.19	1.11	0.00	2.37
OKLAHOMA	7.24	4.82	74.95	4.45	0.37	5.75	0.37	2.04
OREGON	25.80	18.52	34.84	1.87	12.13	0.44	4.52	1.87
PENNSYLVANIA	5.52	15.54	73.26	4.33	0.40	0.30	0.27	0.38
PUERTO RICO	3.39	26.47	64.25	1.81	0.45	0.00	0.00	3.62
RHODE ISLAND	15.37	8.26	59.63	0.00	10.55	0.00	5.96	0.23
SOUTH CAROLINA	10.05	47.18	38.48	3.48	0.00	0.35	0.08	0.39
SOUTH DAKOTA	7.83	38.55	16.27	0.60	1.20	2.41	33.13	0.00
TENNESSEE	19.03	21.45	41.21	7.76	2.06	6.18	0.12	2.18
TEXAS	3.48	54.96	27.87	2.25	0.10	0.10	0.17	11.08
UTAH	38.62	43.20	13.62	1.98	0.00	1.86	0.00	0.72
VERMONT	73.85	7.31	4.23	6.92	3.08	0.00	4.62	0.00
VIRGINIA	14.44	10.06	65.68	5.44	2.23	0.70	1.14	0.31
WASHINGTON	30.96	31.34	32.03	3.78	0.76	0.13	0.06	0.95
WEST VIRGINIA	41.30	16.26	41.68	0.38	0.00	0.00	0.13	0.25
WISCONSIN	15.13	36.92	46.96	0.42	0.00	0.54	0.03	0.00
WYOMING	17.89	35.26	43.68	0.00	0.00	0.00	3.16	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	0.00	33.33	66.67	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	8.33	83.33	0.00	0.00	0.00	8.33	0.00
BUR. OF INDIAN AFFAIRS	28.07	46.49	20.18	1.75	1.75	.	.	1.75
U.S. AND INSULAR AREAS	15.99	29.27	42.22	5.94	3.48	1.00	0.84	1.27
50 STATES, D.C. & P.R.	15.98	29.26	42.23	5.94	3.49	1.00	0.84	1.27

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TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

ORTHOPEDIC IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	167	77	3	0	.	0	10
ALASKA	43	18	8	0	0	0	0	0
ARIZONA	68	71	0	10	4	0	0	10
ARKANSAS	19	26	24	0	8	0	2	1
CALIFORNIA	840	273	1,894	231	6	0	.	.
COLORADO	244	146	72	0	0	0	0	2
CONNECTICUT	98	13	17	8	5	0	0	3
DELAWARE	20	14	22	39	0	0	0	18
DISTRICT OF COLUMBIA	2	2	1	40	0	0	0	0
FLORIDA	178	132	950	119	0	0	0	7
GEORGIA	6	166	140	2	0	1	0	3
HAWAII	47	21	55	24	0	0	0	2
IDAHO	30	37	46	0	0	0	0	0
ILLINOIS	172	133	700	331	67	2	10	7
INDIANA	53	57	186	1	0	0	0	0
IOWA	268	137	78	4	0	0	0	25
KANSAS	69	52	40	13	0	0	26	2
KENTUCKY	115	23	66	0	0	0	0	9
LOUISIANA	144	86	210	44	0	14	0	3
MAINE	124	24	11	0	2	0	0	0
MARYLAND	148	21	157	21	10	0	0	0
MASSACHUSETTS	470	91	137	4	12	1	1	3
MICHIGAN	755	323	763	40	.	0	0	85
MINNESOTA	204	377	109	5	0	4	0	1
MISSISSIPPI	47	77	178	22	0	0	0	36
MISSOURI	160	22	126	200	0	0	0	2
MONTANA	44	9	12	0	0	0	0	0
NEBRASKA	192	19	118	2	0	0	0	9
NEVADA	70	5	13	4	0	0	0	0
NEW HAMPSHIRE	56	17	20	7	0	0	1	1
NEW JERSEY	18	69	22	105	63	1	0	2
NEW MEXICO	121	56	96	0	2	0	0	2
NEW YORK	457	150	257	77	26	0	0	9
NORTH CAROLINA	282	55	92	40	2	0	0	6
NORTH DAKOTA	41	4	14	7	1	0	3	1
OHIO	292	50	537	167	7	0	0	235
OKLAHOMA	100	10	54	0	0	0	0	1
OREGON	192	59	94	3	7	0	0	5
PENNSYLVANIA	57	14	167	75	0	13	0	2
PUERTO RICO	65	58	18	1	47	0	1	19
RHODE ISLAND	33	20	17	0	12	0	0	0
SOUTH CAROLINA	86	98	134	39	0	0	0	3
SOUTH DAKOTA	24	47	8	0	0	0	40	3
TENNESSEE	178	82	129	46	1	0	0	31
TEXAS	189	811	446	66	3	0	0	216
UTAH	47	39	30	6	0	0	0	3
VERMONT	55	3	2	0	2	0	0	0
VIRGINIA	209	23	147	38	1	0	0	3
WASHINGTON	286	131	109	6	1	1	0	8
WEST VIRGINIA	89	3	48	12	0	0	1	2
WISCONSIN	149	30	42	0	1	0	0	3
WYOMING	36	22	8	2	0	1	0	0
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	14	1	0	0	0	0	0	0
NORTHERN MARIANAS	6	2	16	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	6	7	1	0	0	.	.	1
U.S. AND INSULAR AREAS	7,718	4,403	8,718	1,865	290	38	85	734
50 STATES, D.C. & P.R.	7,692	4,393	8,701	1,864	290	38	85	733

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TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

ORTHOPEDIC IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	64.98	29.96	1.17	0.00	.	0.00	3.89
ALASKA	62.32	26.09	11.59	0.00	0.00	0.00	0.00	0.00
ARIZONA	41.72	43.56	0.00	6.13	2.45	0.00	0.00	6.13
ARKANSAS	23.75	32.50	30.00	0.00	10.00	0.00	2.50	1.25
CALIFORNIA	25.89	8.42	58.38	7.12	0.18	0.00	.	.
COLORADO	52.59	31.47	15.52	0.00	0.00	0.00	0.00	0.43
CONNECTICUT	68.06	9.03	11.81	5.56	3.47	0.00	0.00	2.08
DELAWARE	17.70	12.39	19.47	34.51	0.00	0.00	0.00	15.93
DISTRICT OF COLUMBIA	4.44	4.44	2.22	88.89	0.00	0.00	0.00	0.00
FLORIDA	12.84	9.52	68.54	8.59	0.00	0.00	0.00	0.51
GEORGIA	1.89	52.20	44.03	0.63	0.00	0.31	0.00	0.94
HAWAII	31.54	14.09	36.91	16.11	0.00	0.00	0.00	1.34
IDAHO	26.55	32.74	40.71	0.00	0.00	0.00	0.00	0.00
ILLINOIS	12.10	9.35	49.23	23.28	4.71	0.14	0.70	0.49
INDIANA	17.85	19.19	62.63	0.34	0.00	0.00	0.00	0.00
IOWA	52.34	26.76	15.23	0.78	0.00	0.00	0.00	4.88
KANSAS	34.16	25.74	19.80	6.44	0.00	0.00	12.87	0.99
KENTUCKY	53.99	10.80	30.99	0.00	0.00	0.00	0.00	4.23
LOUISIANA	28.74	17.17	41.92	8.78	0.00	2.79	0.00	0.60
MAINE	77.02	14.91	6.83	0.00	1.24	0.00	0.00	0.00
MARYLAND	41.46	5.88	43.98	5.88	2.80	0.00	0.00	0.00
MASSACHUSETTS	65.37	12.66	19.05	0.56	1.67	0.14	0.14	0.42
MICHIGAN	39.61	16.95	40.03	2.10	.	0.00	0.00	1.31
MINNESOTA	29.14	53.86	15.57	0.71	0.00	0.57	0.00	0.14
MISSISSIPPI	13.06	21.39	49.44	6.11	0.00	0.00	0.00	10.00
MISSOURI	31.37	4.31	24.71	39.22	0.00	0.00	0.00	0.39
MONTANA	67.69	13.85	18.46	0.00	0.00	0.00	0.00	0.00
NEBRASKA	56.47	5.59	34.71	0.59	0.00	0.00	0.00	2.65
NEVADA	76.09	5.43	14.13	4.35	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	54.90	16.67	19.61	6.86	0.00	0.00	0.98	0.98
NEW JERSEY	6.43	24.64	7.86	37.50	22.50	0.36	0.00	0.71
NEW MEXICO	43.68	20.22	34.66	0.00	0.72	0.00	0.00	0.72
NEW YORK	46.82	15.37	26.33	7.89	2.66	0.00	0.00	0.92
NORTH CAROLINA	59.12	11.53	19.29	8.39	0.42	0.00	0.00	1.26
NORTH DAKOTA	57.75	5.63	19.72	9.86	1.41	0.00	4.23	1.41
OHIO	22.67	3.88	41.69	12.97	0.54	0.00	0.00	18.25
OKLAHOMA	60.61	6.06	32.73	0.00	0.00	0.00	0.00	0.61
OREGON	53.33	16.39	26.11	0.83	1.94	0.00	0.00	1.39
PENNSYLVANIA	17.38	4.27	50.91	22.87	0.00	3.96	0.00	0.61
PUERTO RICO	31.10	27.75	8.61	0.48	22.49	0.00	0.48	9.09
RHODE ISLAND	40.24	24.39	20.73	0.00	14.63	0.00	0.00	0.00
SOUTH CAROLINA	23.89	27.22	37.22	10.83	0.00	0.00	0.00	0.83
SOUTH DAKOTA	19.67	38.52	6.56	0.00	0.00	0.00	32.79	2.46
TENNESSEE	38.12	17.56	27.62	9.85	0.21	0.00	0.00	6.64
TEXAS	10.92	46.85	25.77	3.81	0.17	0.00	0.00	12.48
UTAH	37.60	31.20	24.00	4.80	0.00	0.00	0.00	2.40
VERMONT	88.71	4.84	3.23	0.00	3.23	0.00	0.00	0.00
VIRGINIA	49.64	5.46	34.92	9.03	0.24	0.00	0.00	0.71
WASHINGTON	52.77	24.17	20.11	1.11	0.18	0.18	0.00	1.48
WEST VIRGINIA	57.42	1.94	30.97	7.74	0.00	0.00	0.65	1.29
WISCONSIN	66.22	13.33	18.67	0.00	0.44	0.00	0.00	1.33
WYOMING	52.17	31.88	11.59	2.90	0.00	1.45	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	93.33	6.67	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	25.00	8.33	66.67	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	40.00	46.67	6.67	0.00	0.00	.	.	6.67
U.S. AND INSULAR AREAS	32.36	18.46	36.55	7.82	1.22	0.16	0.36	3.08
50 STATES, D.C. & P.R.	32.32	18.46	36.56	7.83	1.22	0.16	0.36	3.08

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OTHER HEALTH IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	.	241	62	12	0	.	1	29
ALASKA	68	19	21	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	39	51	32	1	3	0	0	4
CALIFORNIA	4,601	581	966	118	61	0	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	91	18	41	18	16	0	2	10
DELAWARE	1	8	16	21	0	0	0	8
DISTRICT OF COLUMBIA	0	0	0	9	17	0	0	0
FLORIDA	0	1	166	61	2	1	1	363
GEORGIA	8	99	31	2	6	0	0	12
HAWAII	22	18	41	1	0	0	0	0
IDAHO	4	35	50	0	0	0	0	0
ILLINOIS	27	57	218	97	70	0	3	204
INDIANA	0	3	73	3	0	0	0	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	59	27	25	0	0	1	5	12
KENTUCKY	46	45	42	3	0	0	0	33
LOUISIANA	136	165	382	33	1	6	0	7
MAINE	70	36	10	1	2	1	0	8
MARYLAND	178	96	159	84	21	0	3	11
MASSACHUSETTS	598	116	175	5	15	2	2	2
MICHIGAN	11	19	127	135	.	0	0	3
MINNESOTA	62	123	90	6	0	4	0	4
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	146	20	14	82	0	2	0	28
MONTANA	36	17	10	0	0	0	0	2
NEBRASKA	102	32	57	3	0	0	0	25
NEVADA	0	0	0	0	0	0	0	14
NEW HAMPSHIRE	82	28	50	7	5	0	1	3
NEW JERSEY	13	48	9	35	3	1	0	28
NEW MEXICO	18	8	19	0	0	0	0	2
NEW YORK	280	263	456	510	20	0	0	25
NORTH CAROLINA	478	140	321	35	7	0	0	31
NORTH DAKOTA	27	2	4	0	0	0	2	1
OHIO	.	.	.	.	.	.	0	.
OKLAHOMA	33	13	14	4	0	0	0	4
OREGON	151	95	123	4	15	0	2	32
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	102	77	102	6	4	0	0	62
RHODE ISLAND	30	8	17	0	2	0	1	19
SOUTH CAROLINA	15	9	45	17	0	0	0	0
SOUTH DAKOTA	4	18	7	0	0	1	3	1
TENNESSEE	187	122	114	12	4	4	0	167
TEXAS	177	1,924	933	103	9	6	7	1,047
UTAH	51	60	29	4	0	1	0	4
VERMONT	55	7	3	0	4	0	3	1
VIRGINIA	60	27	140	28	5	0	6	9
WASHINGTON	663	701	515	18	13	6	0	14
WEST VIRGINIA	4	1	19	0	0	0	0	0
WISCONSIN	75	6	12	3	0	0	0	4
WYOMING	41	48	38	3	1	2	1	4
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	5	4	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	8	9	1	0	0	.	.	0
U.S. AND INSULAR AREAS	8,864	5,445	5,779	1,484	306	38	43	2,238
50 STATES, D.C. & P.R.	8,851	5,432	5,778	1,484	306	38	43	2,237

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OTHER HEALTH IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	69.86	17.97	3.48	0.00	.	0.29	8.41
ALASKA	62.96	17.59	19.44	0.00	0.00	0.00	0.00	0.00
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	30.00	39.23	24.62	0.77	2.31	0.00	0.00	3.08
CALIFORNIA	72.72	9.18	15.27	1.87	0.96	0.00	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	46.43	9.18	20.92	9.18	8.16	0.00	1.02	5.10
DELAWARE	1.85	14.81	29.63	38.89	0.00	0.00	0.00	14.81
DISTRICT OF COLUMBIA	0.00	0.00	0.00	34.62	65.38	0.00	0.00	0.00
FLORIDA	0.00	0.17	27.90	10.25	0.34	0.17	0.17	61.01
GEORGIA	5.06	62.66	19.62	1.27	3.80	0.00	0.00	7.59
HAWAII	26.83	21.95	50.00	1.22	0.00	0.00	0.00	0.00
IDAHO	4.49	39.33	56.18	0.00	0.00	0.00	0.00	0.00
ILLINOIS	3.99	8.43	32.25	14.35	10.36	0.00	0.44	30.18
INDIANA	0.00	3.80	92.41	3.80	0.00	0.00	0.00	0.00
IOWA	.	.	.	.	.	.	.	.
KANSAS	45.74	20.93	19.38	0.00	0.00	0.78	3.88	9.30
KENTUCKY	27.22	26.63	24.85	1.78	0.00	0.00	0.00	19.53
LOUISIANA	18.63	22.60	52.33	4.52	0.14	0.82	0.00	0.96
MAINE	54.69	28.13	7.81	0.78	1.56	0.78	0.00	6.25
MARYLAND	32.25	17.39	28.80	15.22	3.80	0.00	0.54	1.99
MASSACHUSETTS	65.36	12.68	19.13	0.55	1.64	0.22	0.22	0.22
MICHIGAN	3.73	6.44	43.05	45.76	.	0.00	0.00	1.02
MINNESOTA	21.45	42.56	31.14	2.08	0.00	1.38	0.00	1.38
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	50.00	6.85	4.79	28.08	0.00	0.68	0.00	9.59
MONTANA	55.38	26.15	15.38	0.00	0.00	0.00	0.00	3.08
NEBRASKA	46.58	14.61	26.03	1.37	0.00	0.00	0.00	11.42
NEVADA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
NEW HAMPSHIRE	46.59	15.91	28.41	3.98	2.84	0.00	0.57	1.70
NEW JERSEY	9.49	35.04	6.57	25.55	2.19	0.73	0.00	20.44
NEW MEXICO	38.30	17.02	40.43	0.00	0.00	0.00	0.00	4.26
NEW YORK	18.02	16.92	29.34	32.82	1.29	0.00	0.00	1.61
NORTH CAROLINA	47.23	13.83	31.72	3.46	0.69	0.00	0.00	3.06
NORTH DAKOTA	75.00	5.56	11.11	0.00	0.00	0.00	5.56	2.78
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	48.53	19.12	20.59	5.88	0.00	0.00	0.00	5.88
OREGON	35.78	22.51	29.15	0.95	3.55	0.00	0.47	7.58
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	28.90	21.81	28.90	1.70	1.13	0.00	0.00	17.56
RHODE ISLAND	38.96	10.39	22.08	0.00	2.60	0.00	1.30	24.68
SOUTH CAROLINA	17.44	10.47	52.33	19.77	0.00	0.00	0.00	0.00
SOUTH DAKOTA	11.76	52.94	20.59	0.00	0.00	2.94	8.82	2.94
TENNESSEE	30.66	20.00	18.69	1.97	0.66	0.66	0.00	27.38
TEXAS	4.21	45.74	22.18	2.45	0.21	0.14	0.17	24.89
UTAH	34.23	40.27	19.46	2.68	0.00	0.67	0.00	2.68
VERMONT	75.34	9.59	4.11	0.00	5.48	0.00	4.11	1.37
VIRGINIA	21.82	9.82	50.91	10.18	1.82	0.00	2.18	3.27
WASHINGTON	34.35	36.32	26.68	0.93	0.67	0.31	0.00	0.73
WEST VIRGINIA	16.67	4.17	79.17	0.00	0.00	0.00	0.00	0.00
WISCONSIN	75.00	6.00	12.00	3.00	0.00	0.00	0.00	4.00
WYOMING	29.71	34.78	27.54	2.17	0.72	1.45	0.72	2.90
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	55.56	44.44	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
BUR. OF INDIAN AFFAIRS	44.44	50.00	5.56	0.00	0.00	.	.	0.00
U.S. AND INSULAR AREAS	36.63	22.50	23.88	6.13	1.26	0.16	0.18	9.25
50 STATES, D.C. & P.R.	36.62	22.48	23.91	6.14	1.27	0.16	0.18	9.26

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TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

SPECIFIC LEARNING DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	.	10,484	378	3	1	.	0	8
ALASKA	1,694	1,026	183	1	0	1	0	0
ARIZONA	933	12,277	3,220	3	11	0	0	11
ARKANSAS	3,651	4,343	486	0	2	0	3	1
CALIFORNIA	2,432	76,220	26,888	3,274	220	0	.	.
COLORADO	1,639	8,866	604	0	0	0	1	4
CONNECTICUT	8,064	2,718	2,974	60	87	5	7	6
DELAWARE	1,016	1,609	637	252	0	0	1	0
DISTRICT OF COLUMBIA	37	492	622	55	81	0	4	2
FLORIDA	4,757	24,646	9,209	45	48	7	0	4
GEORGIA	167	8,884	2,022	2	6	0	2	1
HAWAII	782	2,024	307	0	0	0	0	0
IDAHO	3,338	2,241	10	148	0	0	0	0
ILLINOIS	1,582	28,806	14,479	171	56	9	2	4
INDIANA	733	10,360	4,295	0	0	0	0	0
IOWA	101	8,976	301	0	0	0	1	1
KANSAS	2,653	1,853	805	4	0	2	28	0
KENTUCKY	577	6,108	836	1	0	0	1	5
LOUISIANA	1,197	3,190	3,217	11	4	5	0	4
MAINE	2,429	2,131	316	2	3	0	0	2
MARYLAND	6,016	4,628	5,095	421	19	0	2	9
MASSACHUSETTS	15,076	2,928	4,400	132	374	44	43	54
MICHIGAN	9,517	10,769	5,965	119	.	17	5	15
MINNESOTA	1,784	13,151	1,071	15	0	8	0	4
MISSISSIPPI	988	5,547	2,522	0	30	0	0	4
MISSOURI	6,782	12,424	3,106	30	0	62	2	8
MONTANA	2,019	1,308	230	2	0	2	0	12
NEBRASKA	3,385	1,711	430	6	0	0	2	7
NEVADA	494	3,225	308	2	0	0	0	1
NEW HAMPSHIRE	2,268	1,011	823	10	34	0	5	1
NEW JERSEY	4,391	12,098	15,203	446	549	4	0	24
NEW MEXICO	3,949	1,903	478	0	23	0	0	1
NEW YORK	780	34,835	27,764	849	23	0	0	69
NORTH CAROLINA	11,815	7,986	1,594	1	6	0	1	0
NORTH DAKOTA	1,830	250	46	25	0	0	0	0
OHIO	8,379	15,664	4,611	85	1,070	237	0	17
OKLAHOMA	5,612	5,544	852	1	3	0	3	5
OREGON	6,904	3,885	312	6	9	0	6	8
PENNSYLVANIA	4,173	11,830	13,769	155	3	6	0	3
PUERTO RICO	144	3,465	366	3	63	6	0	10
RHODE ISLAND	2,873	827	1,738	1	10	0	24	2
SOUTH CAROLINA	897	9,426	2,313	35	0	0	0	3
SOUTH DAKOTA	256	2,035	44	4	0	1	1	0
TENNESSEE	8,885	9,015	2,060	95	5	13	0	7
TEXAS	2,274	71,985	3,884	49	0	0	0	37
UTAH	4,378	4,852	849	206	0	0	0	1
VERMONT	2,430	240	17	2	8	1	4	0
VIRGINIA	5,776	8,002	6,582	134	48	1	5	8
WASHINGTON	6,201	7,051	1,309	47	9	36	0	105
WEST VIRGINIA	2,440	3,231	931	0	0	0	0	0
WISCONSIN	1,644	5,286	985	3	0	0	0	1
WYOMING	258	1,268	190	0	1	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	33	210	34	0	0	0	0	0
NORTHERN MARIANAS	23	36	12	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	109	135	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	210	1,158	105	5	0	.	.	0
U.S. AND INSULAR AREAS	172,666	496,147	101,922	6,921	2,004	468	153	469
50 STATES, D.C. & P.R.	172,400	494,634	101,636	6,916	2,004	468	153	469

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TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

SPECIFIC LEARNING DISABILITIES

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	96.41	3.48	0.03	0.01	.	0.00	0.07
ALASKA	58.31	35.32	6.30	0.03	0.00	0.03	0.00	0.00
ARIZONA	5.67	74.61	19.57	0.02	0.07	0.00	0.00	0.07
ARKANSAS	43.02	51.18	5.73	0.00	0.02	0.00	0.04	0.01
CALIFORNIA	2.23	69.90	24.66	3.00	0.20	0.00	.	.
COLORADO	14.75	79.77	5.43	0.00	0.00	0.00	0.01	0.04
CONNECTICUT	57.93	19.52	21.36	0.43	0.62	0.04	0.05	0.04
DELAWARE	28.90	45.78	18.12	7.17	0.00	0.00	0.03	0.00
DISTRICT OF COLUMBIA	2.86	38.05	48.11	4.25	6.26	0.00	0.31	0.15
FLORIDA	12.29	63.66	23.79	0.12	0.12	0.02	0.00	0.01
GEORGIA	1.51	80.15	18.24	0.02	0.05	0.00	0.02	0.01
HAWAII	25.12	65.02	9.86	0.00	0.00	0.00	0.00	0.00
IDAHO	58.18	39.06	0.17	2.58	0.00	0.00	0.00	0.00
ILLINOIS	3.51	63.86	32.10	0.38	0.12	0.02	0.00	0.01
INDIANA	4.76	67.33	27.91	0.00	0.00	0.00	0.00	0.00
IOWA	1.08	95.69	3.21	0.00	0.00	0.00	0.01	0.01
KANSAS	49.64	34.67	15.06	0.07	0.00	0.04	0.52	0.00
KENTUCKY	7.66	81.14	11.11	0.01	0.00	0.00	0.01	0.07
LOUISIANA	15.69	41.82	42.17	0.14	0.05	0.07	0.00	0.05
MAINE	49.74	43.64	6.47	0.04	0.06	0.00	0.00	0.04
MARYLAND	37.16	28.59	31.47	2.60	0.12	0.00	0.01	0.06
MASSACHUSETTS	65.40	12.70	19.09	0.57	1.62	0.19	0.19	0.23
MICHIGAN	36.04	40.78	22.59	0.45	.	0.06	0.02	0.06
MINNESOTA	11.13	82.02	6.68	0.09	0.00	0.05	0.00	0.02
MISSISSIPPI	10.87	61.02	27.74	0.00	0.33	0.00	0.00	0.04
MISSOURI	30.26	55.43	13.86	0.13	0.00	0.28	0.01	0.04
MONTANA	56.51	36.61	6.44	0.06	0.00	0.06	0.00	0.34
NEBRASKA	61.09	30.88	7.76	0.11	0.00	0.00	0.04	0.13
NEVADA	12.26	80.02	7.64	0.05	0.00	0.00	0.00	0.02
NEW HAMPSHIRE	54.62	24.35	19.82	0.24	0.82	0.00	0.12	0.02
NEW JERSEY	13.42	36.98	46.47	1.36	1.68	0.01	0.00	0.07
NEW MEXICO	62.15	29.95	7.52	0.00	0.36	0.00	0.00	0.02
NEW YORK	1.21	54.16	43.17	1.32	0.04	0.00	0.00	0.11
NORTH CAROLINA	55.20	37.31	7.45	0.00	0.03	0.00	0.00	0.00
NORTH DAKOTA	85.08	11.62	2.14	1.16	0.00	0.00	0.00	0.00
OHIO	27.87	52.10	15.34	0.28	3.56	0.79	0.00	0.06
OKLAHOMA	46.69	46.12	7.09	0.01	0.02	0.00	0.02	0.04
OREGON	62.03	34.91	2.80	0.05	0.08	0.00	0.05	0.07
PENNSYLVANIA	13.94	39.51	45.99	0.52	0.01	0.02	0.00	0.01
PUERTO RICO	3.55	85.41	9.02	0.07	1.55	0.15	0.00	0.25
RHODE ISLAND	52.47	15.11	31.74	0.02	0.18	0.00	0.44	0.04
SOUTH CAROLINA	7.08	74.37	18.25	0.28	0.00	0.00	0.00	0.02
SOUTH DAKOTA	10.94	86.93	1.88	0.17	0.00	0.04	0.04	0.00
TENNESSEE	44.25	44.90	10.26	0.47	0.02	0.06	0.00	0.03
TEXAS	2.91	92.02	4.96	0.06	0.00	0.00	0.00	0.05
UTAH	42.56	47.17	8.25	2.00	0.00	0.00	0.00	0.01
VERMONT	89.93	8.88	0.63	0.07	0.30	0.04	0.15	0.00
VIRGINIA	28.10	38.93	32.02	0.65	0.23	0.00	0.02	0.04
WASHINGTON	42.02	47.78	8.87	0.32	0.06	0.24	0.00	0.71
WEST VIRGINIA	36.96	48.94	14.10	0.00	0.00	0.00	0.00	0.00
WISCONSIN	20.76	66.75	12.44	0.04	0.00	0.00	0.00	0.01
WYOMING	15.02	73.81	11.06	0.00	0.06	0.06	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	11.91	75.81	12.27	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	32.39	50.70	16.90	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	44.67	55.33	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	14.21	78.35	7.10	0.34	0.00	.	.	0.00
U.S. AND INSULAR AREAS	20.04	57.59	21.12	0.80	0.33	0.05	0.02	0.05
50 STATES, D.C. & P.R.	20.06	57.55	21.13	0.80	0.33	0.05	0.02	0.05

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NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

DEAF-BLINDNESS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	2	3	1	0	.	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	0	0	2	1	0	0	0	0
CALIFORNIA	2	1	39	5	2	0	.	.
COLORADO	2	0	14	12	0	0	0	0
CONNECTICUT	5	0	2	1	0	0	2	0
DELAWARE	0	0	0	10	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	1	0	0	0	0
FLORIDA	0	0	1	3	0	0	0	0
GEORGIA	0	0	3	1	3	2	0	0
HAWAII	1	0	1	1	0	0	0	0
IDAHO	0	0	0	0	0	0	0	0
ILLINOIS	0	1	9	1	0	5	0	0
INDIANA	0	0	18	0	0	0	0	0
IOWA	0	0	0	3	0	8	0	0
KANSAS	3	0	13	0	0	2	0	0
KENTUCKY	1	1	1	0	0	0	3	1
LOUISIANA	0	0	2	6	0	2	0	0
MAINE	1	0	3	0	0	0	2	0
MARYLAND	4	1	0	3	1	14	0	0
MASSACHUSETTS	43	8	12	1	1	0	0	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	1	4	3	4	0	0	0	0
MISSISSIPPI	0	0	1	0	0	0	0	0
MISSOURI	0	0	32	14	0	0	0	0
MONTANA	1	1	0	0	0	1	0	0
NEBRASKA	0	0	1	0	0	0	0	0
NEVADA	2	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	2	1	0	0	0
NEW JERSEY	3	0	3	10	0	6	0	0
NEW MEXICO	0	0	4	0	0	3	0	0
NEW YORK	1	4	5	1	0	0	0	0
NORTH CAROLINA	1	0	1	0	0	8	0	0
NORTH DAKOTA	0	0	0	0	0	6	0	2
OHIO	0	0	2	1	0	0	0	0
OKLAHOMA	2	2	14	3	0	1	0	1
OREGON	0	0	5	1	0	0	0	0
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	0	5	12	0	1	0	12	0
RHODE ISLAND	0	0	0	0	0	0	0	0
SOUTH CAROLINA	0	0	1	3	0	1	0	0
SOUTH DAKOTA	1	1	0	2	0	9	4	0
TENNESSEE	1	2	4	1	0	3	0	0
TEXAS	0	6	6	12	0	16	0	0
UTAH	1	0	2	22	0	0	0	0
VERMONT	0	0	1	0	0	0	1	0
VIRGINIA	0	0	1	1	0	4	0	0
WASHINGTON	5	0	12	20	0	0	0	0
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	2	2	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	2	0	0	1	0	0	0	0
NORTHERN MARIANAS	0	0	3	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	.	.	0
U.S. AND INSULAR AREAS	85	41	236	149	9	91	24	4
50 STATES, D.C. & P.R.	83	41	233	147	9	91	24	4

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PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

DEAF-BLINDNESS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	33.33	50.00	16.67	0.00	.	0.00	0.00
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	0.00	0.00	66.67	33.33	0.00	0.00	0.00	0.00
CALIFORNIA	4.08	2.04	79.59	10.20	4.08	0.00	.	.
COLORADO	7.14	0.00	50.00	42.86	0.00	0.00	0.00	0.00
CONNECTICUT	50.00	0.00	20.00	10.00	0.00	0.00	20.00	0.00
DELAWARE	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	25.00	75.00	0.00	0.00	0.00	0.00
GEORGIA	0.00	0.00	33.33	11.11	33.33	22.22	0.00	0.00
HAWAII	33.33	0.00	33.33	33.33	0.00	0.00	0.00	0.00
IDAHO	.	.	.	.	.	.	.	.
ILLINOIS	0.00	6.25	56.25	6.25	0.00	31.25	0.00	0.00
INDIANA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
IOWA	0.00	0.00	0.00	27.27	0.00	72.73	0.00	0.00
KANSAS	16.67	0.00	72.22	0.00	0.00	11.11	0.00	0.00
KENTUCKY	14.29	14.29	14.29	0.00	0.00	0.00	42.86	14.29
LOUISIANA	0.00	0.00	20.00	60.00	0.00	20.00	0.00	0.00
MAINE	16.67	0.00	50.00	0.00	0.00	0.00	33.33	0.00
MARYLAND	17.39	4.35	0.00	13.04	4.35	60.87	0.00	0.00
MASSACHUSETTS	66.15	12.31	18.46	1.54	1.54	0.00	0.00	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	8.33	33.33	25.00	33.33	0.00	0.00	0,00	0.00
MISSISSIPPI	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MISSOURI	0.00	0.00	69.57	30.43	0.00	0.00	0.00	0.00
MONTANA	33.33	33.33	0.00	0.00	0.00	33.33	0.00	0.00
NEBRASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEVADA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	66.67	33.33	0.00	0.00	0.00
NEW JERSEY	13.64	0.00	13.64	45.45	0.00	27.27	0.00	0.00
NEW MEXICO	0.00	0.00	57.14	0.00	0.00	42.86	0.00	0.00
NEW YORK	9.09	36.36	45.45	9.09	0.00	0.00	0.00	0.00
NORTH CAROLINA	10.00	0.00	10.00	0.00	0.00	80.00	0.00	0.00
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00	75.00	0.00	25.00
OHIO	0.00	0.00	66.67	33.33	0.00	0.00	0.00	0.00
OKLAHOMA	8.70	8.70	60.87	13.04	0.00	4.35	0.00	4.35
OREGON	0.00	0.00	83.33	16.67	0.00	0.00	0.00	0.00
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	0.00	16.67	40.00	0.00	3.33	0.00	40.00	0.00
RHODE ISLAND	.	.	.	.	.	.	.	.
SOUTH CAROLINA	0.00	0.00	20.00	60.00	0.00	20.00	0.00	0.00
SOUTH DAKOTA	5.88	5.88	0.00	11.76	0.00	52.94	23.53	0.00
TENNESSEE	9.09	18.18	36.36	9.09	0.00	27.27	0.00	0.00
TEXAS	0.00	15.00	15.00	30.00	0.00	40.00	0.00	0.00
UTAH	4.00	0.00	8.00	88.00	0.00	0.00	0.00	0.00
VERMONT	0.00	0.00	50.00	0.00	0.00	0.00	50.00	0.00
VIRGINIA	0.00	0.00	16.67	16.67	0.00	66.67	0.00	0.00
WASHINGTON	13.51	0.00	32.43	54.05	0.00	0.00	0.00	0.00
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	66.67	0.00	0.00	33.33	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	13.30	6.42	36.93	23.32	1.41	14.24	3.76	0.63
50 STATES, D.C. & P.R.	13.13	6.49	36.87	23.26	1.42	14.40	3.80	0.63

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TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

MULTIPLE DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	16	338	101	1	.	0	81
ALASKA	158	22	93	0	0	0	0	1
ARIZONA	18	51	450	186	118	48	3	1
ARKANSAS	8	33	159	16	60	3	26	6
CALIFORNIA	91	40	2,031	247	97	0	.	.
COLORADO	95	468	1,046	102	0	18	3	9
CONNECTICUT	34	32	227	109	46	1	7	8
DELAWARE	0	2	1	0	0	0	0	4
DISTRICT OF COLUMBIA	0	4	14	33	30	1	1	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	1	0	79	12	0	4	0	5
IDAHO	0	0	0	0	0	8	0	0
ILLINOIS	0	0	0	0	0	5	0	0
INDIANA	0	0	331	59	0	38	11	3
IOWA	0	0	159	79	0	1	10	2
KANSAS	10	0	168	13	0	32	4	0
KENTUCKY	18	31	330	80	13	0	0	11
LOUISIANA	6	6	276	116	0	26	10	5
MAINE	75	135	206	11	4	2	5	5
MARYLAND	66	45	315	714	123	7	6	11
MASSACHUSETTS	940	182	274	8	23	3	3	3
MICHIGAN	3	2	142	609	.	1	0	30
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	1	4	81	23	0	0	2	10
MISSOURI	22	2	60	118	134	0	2	2
MONTANA	25	13	113	0	1	3	0	2
NEBRASKA	15	28	126	21	1	4	2	7
NEVADA	1	9	57	89	0	0	0	3
NEW HAMPSHIRE	31	10	19	27	41	0	9	0
NEW JERSEY	85	121	876	1,055	929	0	5	23
NEW MEXICO	12	36	258	3	0	15	0	9
NEW YORK	87	162	1,636	1,588	178	5	175	94
NORTH CAROLINA	26	51	301	89	21	48	51	5
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	3	69	1,891	203	3	0	0	6
OKLAHOMA	28	40	474	79	2	43	18	12
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	24	46	199	30	52	6	6	316
RHODE ISLAND	1	1	26	0	21	0	0	1
SOUTH CAROLINA	1	26	86	15	0	50	0	3
SOUTH DAKOTA	4	110	95	2	0	14	9	2
TENNESSEE	101	110	647	88	27	6	0	20
TEXAS	103	227	766	378	47	4	1	126
UTAH	21	17	268	408	0	4	0	12
VERMONT	18	3	34	0	4	0	4	0
VIRGINIA	31	28	374	42	9	12	3	11
WASHINGTON	39	78	661	0	2	7	1	5
WEST VIRGINIA	27	0	0	0	0	0	0	0
WISCONSIN	958	3,642	4,446	199	0	108	0	13
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	3	0	0	0	1
GUAM	3	5	6	13	0	0	0	0
NORTHERN MARIANAS	0	0	22	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	27	0	0	0	2	3
BUR. OF INDIAN AFFAIRS	8	63	42	0	7	.	.	7
U.S. AND INSULAR AREAS	3,198	5,970	20,230	6,968	1,994	527	379	818
50 STATES, D.C. & P.R.	3,187	5,902	20,133	6,952	1,987	527	377	807

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TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

MULTIPLE DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	.	3.35	70.86	21.17	0.21	.	0.00	4.40
ALASKA	57.66	8.03	33.94	0.00	0.00	0.00	0.00	8.36
ARIZONA	2.06	5.83	51.43	21.26	13.49	5.49	0.34	8.11
ARKANSAS	2.57	10.61	51.13	5.14	19.29	0.96	8.36	1.93
CALIFORNIA	3.63	1.60	81.05	9.86	3.87	0.00	.	.
COLORADO	5.46	26.88	60.08	5.86	0.00	1.03	0.17	0.52
CONNECTICUT	7.33	6.90	48.92	23.49	9.91	0.22	1.51	1.72
DELAWARE	0.00	28.57	14.29	0.00	0.00	0.00	0.00	57.14
DISTRICT OF COLUMBIA	0.00	4.82	16.87	39.76	36.14	1.20	1.20	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0.99	0.00	78.22	11.88	0.00	3.96	0.00	4.95
IDAHO	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
ILLINOIS	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
INDIANA	0.00	0.00	74.89	13.35	0.00	8.60	2.49	0.68
IOWA	0.00	0.00	63.35	31.47	0.00	0.40	3.98	0.80
KANSAS	4.41	0.00	74.01	5.73	0.00	14.10	1.76	0.00
KENTUCKY	3.73	6.42	68.32	16.56	2.69	0.00	0.00	2.28
LOUISIANA	1.35	1.35	62.02	26.07	0.00	5.84	2.25	1.12
MAINE	16.93	30.47	46.50	2.48	0.90	0.45	1.13	1.13
MARYLAND	5.13	3.50	24.48	55.48	9.56	0.54	0.47	0.85
MASSACHUSETTS	65.46	12.67	19.08	0.56	1.60	0.21	0.21	0.21
MICHIGAN	0.38	0.25	18.04	77.38	.	0.13	0.00	3.81
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	0.83	3.31	66.94	19.01	0.00	0.00	1.65	8.26
MISSOURI	6.47	0.59	17.65	34.71	39.41	0.00	0.59	0.59
MONTANA	15.92	8.28	71.97	0.00	0.64	1.91	0.00	1.27
NEBRASKA	7.35	13.73	61.76	10.29	0.49	1.96	0.98	[illegible].43
NEVADA	0.63	5.66	35.85	55.97	0.00	0.00	0.00	1.89
NEW HAMPSHIRE	22.63	7.30	13.87	19.71	29.93	0.00	6.57	0.00
NEW JERSEY	2.75	3.91	28.31	34.10	30.03	0.00	0.16	0.74
NEW MEXICO	3.60	10.81	77.48	0.90	0.00	4.50	0.00	2.70
NEW YORK	2.22	4.13	41.68	40.46	4.54	0.13	4.46	2.39
NORTH CAROLINA	4.39	8.61	50.84	15.03	3.55	8.11	8.61	0.84
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	0.14	3.17	86.94	9.33	0.14	0.00	0.00	0.28
OKLAHOMA	4.02	5.75	68.10	11.35	0.29	6.18	2.59	1.72
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	3.53	6.77	29.31	4.42	7.66	0.88	0.88	46.54
RHODE ISLAND	2.00	2.00	52.00	0.00	42.00	0.00	0.00	2.00
SOUTH CAROLINA	0.55	14.36	47.51	8.29	0.00	27.62	0.00	1.66
SOUTH DAKOTA	1.69	46.61	40.25	0.85	0.00	5.93	3.81	0.85
TENNESSEE	10.11	11.01	64.76	8.81	2.70	0.60	0.00	2.00
TEXAS	6.23	13.74	46.37	22.88	2.85	0.24	0.06	7.63
UTAH	2.88	2.33	36.71	55.89	0.00	0.55	0.00	1.64
VERMONT	28.57	4.76	53.97	0.00	6.35	0.00	6.35	0.00
VIRGINIA	6.08	5.49	73.33	8.24	1.76	2.35	0.59	2.16
WASHINGTON	4.92	9.84	83.35	0.00	0.25	0.88	0.13	0.63
WEST VIRGINIA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WISCONSIN	10.23	38.89	47.47	2.12	0.00	1.15	0.00	0.14
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	0.00	75.00	0.00	0.00	0.00	25.00
GUAM	11.11	18.52	22.22	48.15	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	84.38	0.00	0.00	0.00	6.25	9.38
BUR. OF INDIAN AFFAIRS	6.30	49.61	33.07	0.00	5.51	.	.	5.51
U.S. AND INSULAR AREAS	7.98	14.89	50.47	17.38	4.97	1.31	0.95	2.04
50 STATES, D.C. & P.R.	7.99	14.80	50.49	17.44	4.98	1.32	0.95	2.02

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TABLE AB4

NUMBER OF CHILDREN AGE 6-11 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

HEARING IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	196	134	3	2	.	0	0
ALASKA	59	12	24	0	0	0	0	0
ARIZONA	57	219	88	1	9	121	0	1
ARKANSAS	86	57	39	25	1	52	0	1
CALIFORNIA	670	143	1,995	243	21	0	.	.
COLORADO	152	85	139	0	0	26	0	0
CONNECTICUT	129	53	60	29	31	0	15	1
DELAWARE	39	22	33	6	0	2	0	0
DISTRICT OF COLUMBIA	8	2	13	0	0	0	0	0
FLORIDA	209	69	648	12	0	97	0	0
GEORGIA	4	245	168	61	28	66	0	1
HAWAII	22	23	77	0	0	0	0	1
IDAHO	74	52	16	0	0	25	0	0
ILLINOIS	224	187	833	55	7	43	2	0
INDIANA	32	135	292	5	0	137	0	1
IOWA	152	74	94	0	0	40	1	0
KANSAS	73	85	152	0	0	66	2	0
KENTUCKY	162	76	107	16	0	108	5	0
LOUISIANA	139	106	249	30	0	76	0	0
MAINE	88	23	11	5	0	14	0	1
MARYLAND	224	44	154	33	1	98	0	0
MASSACHUSETTS	598	116	175	5	15	1	1	2
MICHIGAN	407	117	566	13	.	38	0	21
MINNESOTA	187	321	142	13	0	3	0	0
MISSISSIPPI	17	48	75	4	1	1	0	1
MISSOURI	108	228	202	84	2	12	0	0
MONTANA	42	11	11	0	0	27	2	0
NEBRASKA	112	27	57	10	1	16	0	1
NEVADA	6	8	54	0	1	0	2	0
NEW HAMPSHIRE	25	7	3	65	6	0	4	0
NEW JERSEY	29	106	201	210	48	0	0	1
NEW MEXICO	49	13	70	1	0	22	0	1
NEW YORK	337	283	409	200	145	32	78	1
NORTH CAROLINA	415	116	144	11	0	206	0	0
NORTH DAKOTA	35	12	16	1	0	21	0	0
OHIO	193	79	648	108	6	19	0	0
OKLAHOMA	87	42	132	19	7	38	2	0
OREGON	298	44	106	2	15	32	0	4
PENNSYLVANIA	673	92	303	6	0	0	4	1
PUERTO RICO	34	112	210	0	105	0	13	1
RHODE ISLAND	14	3	3	40	1	0	0	0
SOUTH CAROLINA	181	129	137	0	0	70	1	0
SOUTH DAKOTA	76	61	1	2	0	32	0	0
TENNESSEE	280	94	129	16	0	76	1	1
TEXAS	78	792	594	159	22	0	3	7
UTAH	97	63	170	0	0	0	0	0
VERMONT	61	5	0	0	5	0	16	0
VIRGINIA	161	81	240	8	0	83	1	0
WASHINGTON	300	299	168	3	13	10	0	5
WEST VIRGINIA	69	31	48	0	1	0	0	0
WISCONSIN	52	12	26	7	0	1	0	0
WYOMING	31	15	7	0	0	0	2	0
AMERICAN SAMOA	0	0	5	1	0	0	0	0
GUAM	9	3	5	0	0	0	0	0
NORTHERN MARIANAS	3	0	1	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	0	6	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	4	10	1	0	0	.	.	1
U.S. AND INSULAR AREAS	7,674	5,288	10,391	1,512	494	1,711	155	55
50 STATES, D.C. & P.R.	7,657	5,275	10,373	1,511	494	1,711	155	54

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TABLE AB4

PERCENTAGE OF CHILDREN AGE 6-11 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

HEARING IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	58.51	40.00	0.90	0.60	.	0.00	0.00
ALASKA	62.11	12.63	25.26	0.00	0.00	0.00	0.00	0.00
ARIZONA	11.49	44.15	17.74	0.20	1.81	24.40	0.00	0.20
ARKANSAS	32.95	21.84	14.94	9.58	0.38	19.92	0.00	0.38
CALIFORNIA	21.81	4.65	64.94	7.91	0.68	0.00	.	.
COLORADO	37.81	21.14	34.58	0.00	0.00	6.47	0.00	0.00
CONNECTICUT	40.57	16.67	18.87	9.12	9.75	0.00	4.72	0.31
DELAWARE	38.24	21.57	32.35	5.88	0.00	1.96	0.00	0.00
DISTRICT OF COLUMBIA	34.78	8.70	56.52	0.00	0.00	0.00	0.00	0.00
FLORIDA	20.19	6.67	62.61	1.16	0.00	9.37	0.00	0.00
GEORGIA	0.70	42.76	29.32	10.65	4.89	11.52	0.00	0.17
HAWAII	17.89	18.70	62.60	0.00	0.00	0.00	0.00	0.81
IDAHO	44.31	31.14	9.58	0.00	0.00	14.97	0.00	0.00
ILLINOIS	16.58	13.84	61.66	4.07	0.52	3.18	0.15	0.00
INDIANA	5.32	22.43	48.50	0.83	0.00	22.76	0.00	0.17
IOWA	42.11	20.50	26.04	0.00	0.00	11.08	0.28	0.00
KANSAS	19.31	22.49	40.21	0.00	0.00	17.46	0.53	0.00
KENTUCKY	34.18	16.03	22.57	3.38	0.00	22.78	1.05	0.00
LOUISIANA	23.17	17.67	41.50	5.00	0.00	12.67	0.00	0.00
MAINE	61.97	16.20	7.75	3.52	0.00	9.86	0.00	0.70
MARYLAND	40.43	7.94	27.80	5.96	0.18	17.69	0.00	0.00
MASSACHUSETTS	65.50	12.71	19.17	0.55	1.64	0.11	0.11	0.22
MICHIGAN	35.03	10.07	48.71	1.12	.	3.27	0.00	1.81
MINNESOTA	28.08	48.20	21.32	1.95	0.00	0.45	0.00	0.00
MISSISSIPPI	11.56	32.65	51.02	2.72	0.68	0.68	0.00	0.68
MISSOURI	16.98	35.85	31.76	13.21	0.31	1.89	0.00	0.00
MONTANA	45.16	11.83	11.83	0.00	0.00	29.03	2.15	0.00
NEBRASKA	50.00	12.05	25.45	4.46	0.45	7.14	0.00	0.45
NEVADA	10.96	10.96	73.97	0.00	1.37	0.00	2.74	0.00
NEW HAMPSHIRE	22.73	6.36	2.73	59.09	5.45	0.00	3.64	0.00
NEW JERSEY	4.87	17.82	33.78	35.29	8.07	0.00	0.00	0.17
NEW MEXICO	31.41	8.33	44.87	0.64	0.00	14.10	0.00	0.64
NEW YORK	22.69	19.06	27.54	13.47	9.76	2.15	5.25	0.07
NORTH CAROLINA	46.52	13.00	16.14	1.23	0.00	23.09	0.00	0.00
NORTH DAKOTA	41.18	14.12	18.82	1.18	0.00	24.71	0.00	0.00
OHIO	18.33	7.50	61.54	10.26	0.57	1.80	0.00	0.00
OKLAHOMA	26.61	12.84	40.37	5.81	2.14	11.62	0.61	0.00
OREGON	59.48	8.78	21.16	0.40	2.99	6.39	0.00	0.80
PENNSYLVANIA	62.37	8.53	28.08	0.56	0.00	0.00	0.37	0.09
PUERTO RICO	7.16	23.58	44.21	0.00	22.11	0.00	2.74	0.21
RHODE ISLAND	22.95	4.92	4.92	65.57	1.64	0.00	0.00	0.00
SOUTH CAROLINA	34.94	24.90	26.45	0.00	0.00	13.51	0.19	0.00
SOUTH DAKOTA	44.19	35.47	0.58	1.16	0.00	18.60	0.00	0.00
TENNESSEE	46.90	15.75	21.61	2.68	0.00	12.73	0.17	0.17
TEXAS	4.71	47.85	35.89	9.61	1.33	0.00	0.18	0.42
UTAH	29.39	19.09	51.52	0.00	0.00	0.00	0.00	0.00
VERMONT	70.11	5.75	0.00	0.00	5.75	0.00	18.39	0.00
VIRGINIA	28.05	14.11	41.81	1.39	0.00	14.46	0.17	0.00
WASHINGTON	37.59	37.47	21.05	0.38	1.63	1.25	0.00	0.63
WEST VIRGINIA	46.31	20.81	32.21	0.00	0.67	0.00	0.00	0.00
WISCONSIN	53.06	12.24	26.53	7.14	0.00	1.02	0.00	0.00
WYOMING	56.36	27.27	12.73	0.00	0.00	0.00	3.64	0.00
AMERICAN SAMOA	0.00	0.00	83.33	16.67	0.00	0.00	0.00	0.00
GUAM	52.94	17.65	29.41	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	75.00	0.00	25.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	14.29	0.00	85.71	0.00	0.00	0.00	8.00	0.00
BUR. OF INDIAN AFFAIRS	25.00	62.50	6.25	0.00	0.00	.	.	6.25
U.S. AND INSULAR AREAS	28.13	19.38	38.09	5.54	1.81	6.27	0.57	0.20
50 STATES, D.C. & P.R.	28.12	19.37	38.09	5.55	1.81	6.28	0.57	0.20

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TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

ALL DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	26,994	13,430	548	26	.	99	162
ALASKA	1,692	1,694	894	3	1	21	0	1
ARIZONA	480	5,145	2,501	187	227	50	279	23
ARKANSAS	5,896	11,183	2,990	93	207	212	102	37
CALIFORNIA	19,188	83,394	48,756	5,938	3,385	0	.	.
COLORADO	3,860	12,535	3,811	269	18	99	264	189
CONNECTICUT	11,379	6,370	5,119	1,182	981	107	710	388
DELAWARE	983	2,461	797	474	8	16	35	72
DISTRICT OF COLUMBIA	175	1,169	935	248	199	1	176	54
FLORIDA	12,273	27,305	27,826	4,679	143	414	291	1,598
GEORGIA	340	21,648	12,534	394	34	530	31	25
HAWAII	1,634	2,211	1,430	52	8	28	31	24
IDAHO	3,011	1,985	1,222	33	0	83	85	0
ILLINOIS	6,338	38,739	33,027	4,290	2,605	1,806	599	751
INDIANA	3,752	17,996	14,151	883	6	383	67	48
IOWA	958	17,591	3,227	482	0	334	55	92
KANSAS	3,057	6,370	3,778	492	0	505	192	59
KENTUCKY	2,591	17,523	5,335	552	13	216	24	202
LOUISIANA	6,365	8,054	11,121	967	47	561	121	174
MAINE	4,325	4,346	1,547	210	136	35	144	67
MARYLAND	10,446	7,785	12,715	1,804	519	395	235	81
MASSACHUSETTS	32,833	11,356	9,410	1,852	2,361	242	432	451
MICHIGAN	20,690	21,144	17,274	3,575	.	388	353	330
MINNESOTA	4,534	19,504	6,086	1,025	0	746	0	128
MISSISSIPPI	3,665	11,662	6,914	121	5	5	23	104
MISSOURI	14,112	21,016	10,566	2,656	630	228	174	260
MONTANA	2,066	1,952	1,150	46	4	81	64	38
NEBRASKA	5,532	3,557	1,570	195	38	113	22	89
NEVADA	817	4,026	733	208	1	0	6	145
NEW HAMPSHIRE	4,124	1,756	1,342	131	286	41	178	9
NEW JERSEY	10,342	20,114	24,765	3,869	4,213	301	53	506
NEW MEXICO	5,827	5,037	2,164	28	24	162	0	38
NEW YORK	3,454	52,049	60,388	8,690	6,395	869	830	954
NORTH CAROLINA	12,827	17,803	9,115	1,234	62	698	191	249
NORTH DAKOTA	3,028	586	633	14	2	52	46	9
OHIO	17,102	24,776	27,589	4,775	1,571	557	0	1,518
OKLAHOMA	7,821	9,723	4,801	278	14	329	67	119
OREGON	8,875	6,400	2,214	69	288	236	57	169
PENNSYLVANIA	14,985	31,103	25,740	2,046	36	172	141	74
PUERTO RICO	715	8,293	5,471	909	398	92	50	664
RHODE ISLAND	3,627	1,640	2,100	107	228	0	134	129
SOUTH CAROLINA	3,012	15,364	7,361	797	5	294	53	102
SOUTH DAKOTA	415	3,527	309	14	11	139	109	34
TENNESSEE	10,397	17,374	8,323	737	247	433	65	664
TEXAS	4,775	87,354	12,073	3,334	124	168	93	10,991
UTAH	4,319	6,624	2,383	641	0	44	0	124
VERMONT	3,284	418	528	50	49	0	119	19
VIRGINIA	12,221	14,634	11,407	593	310	292	355	161
WASHINGTON	7,341	11,505	4,678	416	126	105	5	269
WEST VIRGINIA	4,964	8,165	4,368	209	12	13	2	24
WISCONSIN	7,443	14,949	7,449	637	6	272	7	72
WYOMING	514	1,567	514	16	0	50	27	20
AMERICAN SAMOA	27	19	6	27	0	0	0	0
GUAM	251	240	276	29	0	0	0	0
NORTHERN MARIANAS	18	25	39	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	7	118	366	26	0	0	14	12
BUR. OF INDIAN AFFAIRS	350	1,813	273	10	62	.	.	10
U.S. AND INSULAR AREAS	335,057	779,691	487,524	63,144	26,071	12,918	7,210	22,532
50 STATES, D.C. & P.R.	334,404	777,476	486,564	63,052	26,009	12,918	7,196	22,510

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TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

ALL DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	65.43	32.55	1.33	0.06	.	0.24	0.39
ALASKA	39.29	39.34	20.76	0.07	0.02	0.49	0.00	0.02
ARIZONA	5.40	57.86	28.13	2.10	2.55	0.56	3.14	0.26
ARKANSAS	28.46	53.97	14.43	0.45	1.00	1.02	0.49	0.18
CALIFORNIA	11.94	51.91	30.35	3.70	2.11	0.00	.	.
COLORADO	18.34	59.56	18.11	1.28	0.09	0.47	1.25	0.90
CONNECTICUT	43.37	24.28	19.51	4.51	3.74	0.41	2.71	1.48
DELAWARE	20.28	50.78	16.45	9.78	0.17	0.33	0.72	1.49
DISTRICT OF COLUMBIA	5.92	39.53	31.62	8.39	6.73	0.03	5.95	1.83
FLORIDA	16.47	36.64	37.34	6.28	0.19	0.56	0.39	2.14
GEORGIA	0.96	60.92	35.27	1.11	0.10	1.49	0.09	0.07
HAWAII	30.16	40.81	26.39	0.96	0.15	0.52	0.57	0.44
IDAHO	46.91	30.92	19.04	0.51	0.00	1.29	1.32	0.00
ILLINOIS	7.19	43.94	37.46	4.87	2.96	2.05	0.68	0.85
INDIANA	10.06	48.26	37.95	2.37	0.02	1.03	0.18	0.13
IOWA	4.21	77.36	14.19	2.12	0.00	1.47	0.24	0.40
KANSAS	21.15	44.07	26.14	3.40	0.00	3.49	1.33	0.41
KENTUCKY	9.79	66.23	20.17	2.09	0.05	0.82	0.09	0.76
LOUISIANA	23.22	29.38	40.57	3.53	0.17	2.05	0.44	0.63
MAINE	40.01	40.20	14.31	1.94	1.26	0.32	1.33	0.62
MARYLAND	30.74	22.91	37.42	5.31	1.53	1.16	0.69	0.24
MASSACHUSETTS	55.71	19.27	15.97	3.14	4.01	0.41	0.73	0.77
MICHIGAN	32.45	33.16	27.09	5.61	.	0.61	0.55	0.52
MINNESOTA	14.16	60.91	19.01	3.20	0.00	2.33	0.00	0.40
MISSISSIPPI	16.29	51.83	30.73	0.54	0.02	0.02	0.10	0.46
MISSOURI	28.43	42.34	21.28	5.35	1.27	0.46	0.35	0.52
MONTANA	38.25	36.14	21.29	0.85	0.07	1.50	1.18	0.70
NEBRASKA	49.77	32.00	14.12	1.75	0.34	1.02	0.20	0.80
NEVADA	13.76	67.82	12.35	3.50	0.02	0.00	0.10	2.44
NEW HAMPSHIRE	52.42	22.32	17.06	1.67	3.64	0.52	2.26	0.11
NEW JERSEY	16.12	31.35	38.60	6.03	6.57	0.47	0.08	0.79
NEW MEXICO	43.88	37.93	16.30	0.21	0.18	1.22	0.00	0.29
NEW YORK	2.58	38.95	45.19	6.50	4.79	0.65	0.62	0.71
NORTH CAROLINA	30.41	42.21	21.61	2.93	0.15	1.65	0.45	0.59
NORTH DAKOTA	69.29	13.41	14.49	0.32	0.05	1.19	1.05	0.21
OHIO	21.96	31.81	35.42	6.13	2.02	0.72	0.00	1.95
OKLAHOMA	33.78	42.00	20.74	1.20	0.06	1.42	0.29	0.51
OREGON	48.48	34.96	12.09	0.38	1.57	1.29	0.31	0.92
PENNSYLVANIA	20.17	41.86	34.64	2.75	0.05	0.23	0.19	0.10
PUERTO RICO	4.31	49.98	32.97	5.48	2.40	0.55	0.30	4.00
RHODE ISLAND	45.54	20.59	26.37	1.34	2.86	0.00	1.68	1.62
SOUTH CAROLINA	11.16	56.93	27.28	2.95	0.02	1.09	0.20	0.38
SOUTH DAKOTA	9.10	77.38	6.78	0.31	0.24	3.05	2.39	0.75
TENNESSEE	27.19	45.43	21.77	1.93	0.65	1.13	0.17	1.74
TEXAS	4.02	73.46	10.15	2.80	0.10	0.14	0.08	9.24
UTAH	30.56	46.86	16.86	4.53	0.00	0.31	0.00	0.88
VERMONT	73.52	9.36	11.82	1.12	1.10	0.00	2.66	0.43
VIRGINIA	30.57	36.61	28.54	1.48	0.78	0.73	0.89	0.40
WASHINGTON	30.03	47.06	19.14	1.70	0.52	0.43	0.02	1.10
WEST VIRGINIA	27.96	45.98	24.60	1.18	0.07	0.07	0.01	0.14
WISCONSIN	24.14	48.48	24.16	2.07	0.02	0.88	0.02	0.23
WYOMING	18.98	57.87	18.98	0.59	0.00	1.85	1.00	0.74
AMERICAN SAMOA	34.18	24.05	7.59	34.18	0.00	0.00	0.00	0.00
GUAM	31.53	30.15	34.67	3.64	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	21.95	30.49	47.56	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1.29	21.73	67.40	4.79	0.00	0.00	2.58	2.21
BUR. OF INDIAN AFFAIRS	13.90	72.00	10.84	0.40	2.46	.	.	0.40
U.S. AND INSULAR AREAS	19.32	44.96	28.11	3.64	1.50	0.74	0.42	1.30
50 STATES, D.C. & P.R.	19.33	44.94	28.12	3.64	1.50	0.75	0.42	1.30

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TABLE AB3

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

MENTAL RETARDATION

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	4,709	11,203	394	14	.	0	19
ALASKA	103	37	119	0	0	0	0	0
ARIZONA	28	196	705	113	42	0	0	0
ARKANSAS	607	3,060	1,874	32	150	112	49	7
CALIFORNIA	264	240	7,751	944	156	0	.	.
COLORADO	23	309	1,154	25	13	0	2	4
CONNECTICUT	43	382	1,011	294	48	8	56	13
DELAWARE	15	181	104	174	0	0	12	6
DISTRICT OF COLUMBIA	1	80	302	98	19	0	2	0
FLORIDA	31	692	7,334	2,813	6	30	14	33
GEORGIA	62	4,535	6,493	185	26	140	12	5
HAWAII	12	124	415	16	3	11	0	2
IDAHO	119	102	938	33	0	0	0	0
ILLINOIS	28	465	9,139	1,256	614	119	277	7
INDIANA	12	1,209	7,910	608	0	16	24	12
IOWA	5	3,258	1,341	222	0	35	6	2
KANSAS	138	415	1,979	61	0	81	28	3
KENTUCKY	558	5,912	3,061	147	1	0	2	31
LOUISIANA	116	446	3,151	574	24	242	26	21
MAINE	128	562	640	27	38	0	0	5
MARYLAND	62	191	1,354	667	64	2	13	6
MASSACHUSETTS	6,960	2,408	1,995	393	501	51	92	96
MICHIGAN	262	1,466	5,076	1,710	.	5	7	78
MINNESOTA	96	1,554	2,924	201	0	54	0	10
MISSISSIPPI	59	1,625	2,766	85	3	1	5	18
MISSOURI	468	1,540	5,628	1,066	232	48	16	100
MONTANA	38	82	370	12	3	3	6	2
NEBRASKA	237	786	806	98	8	24	7	7
NEVADA	5	106	203	135	0	0	1	0
NEW HAMPSHIRE	155	66	213	8	52	0	12	2
NEW JERSEY	28	78	1,712	758	243	32	4	19
NEW MEXICO	28	371	513	5	1	30	0	1
NEW YORK	59	519	7,041	2,505	280	76	109	41
NORTH CAROLINA	459	4,313	4,440	767	42	8	145	41
NORTH DAKOTA	42	136	509	10	1	11	9	4
OHIO	441	2,662	19,018	2,526	50	318	0	37
OKLAHOMA	424	2,040	3,040	137	2	46	7	15
OREGON	73	352	1,046	7	1	39	1	13
PENNSYLVANIA	268	3,383	11,223	947	0	63	0	25
PUERTO RICO	157	3,434	4,082	704	185	23	8	117
RHODE ISLAND	2	12	346	1	61	0	12	0
SOUTH CAROLINA	391	3,281	3,480	510	0	129	2	23
SOUTH DAKOTA	12	487	184	2	5	11	20	0
TENNESSEE	312	2,408	3,352	310	80	97	40	13
TEXAS	24	4,981	3,614	920	23	6	9	80
UTAH	130	312	802	87	0	25	0	1
VERMONT	310	60	384	0	6	0	6	2
VIRGINIA	194	1,767	3,763	297	14	72	28	36
WASHINGTON	162	965	1,692	117	4	20	0	14
WEST VIRGINIA	205	1,483	2,480	149	11	1	0	15
WISCONSIN	99	785	1,773	168	1	0	0	3
WYOMING	2	68	167	8	0	27	5	0
AMERICAN SAMOA	13	19	0	23	0	0	0	0
GUAM	30	39	72	9	0	0	0	0
NORTHERN MARIANAS	0	0	25	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	182	26	0	0	1	0
BUR. OF INDIAN AFFAIRS	9	101	70	4	17	.	.	6
U.S. AND INSULAR AREAS	14,509	70,794	162,969	23,388	3,044	2,016	1,075	995
50 STATES, D.C. & P.R.	14,457	70,635	162,620	23,326	3,027	2,016	1,074	989

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TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

MENTAL RETARDATION

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	28.82	68.57	2.41	0.09	.	0.00	0.12
ALASKA	39.77	14.29	45.95	0.00	0.00	0.00	0.00	0.00
ARIZONA	2.58	18.08	65.04	10.42	3.87	0.00	0.00	0.00
ARKANSAS	10.30	51.94	31.81	0.54	2.55	1.90	0.83	0.12
CALIFORNIA	2.82	2.57	82.85	10.09	1.67	0.00	.	.
COLORADO	1.50	20.20	75.42	1.63	0.85	0.00	0.13	0.26
CONNECTICUT	2.32	20.59	54.50	15.85	2.59	0.43	3.02	0.70
DELAWARE	3.05	36.79	21.14	35.37	0.00	0.00	2.44	1.22
DISTRICT OF COLUMBIA	0.20	15.94	60.16	19.52	3.78	0.00	0.40	0.00
FLORIDA	0.28	6.32	66.96	25.68	0.05	0.27	0.13	0.30
GEORGIA	0.54	39.58	56.67	1.61	0.23	1.22	0.10	0.04
HAWAII	2.06	21.27	71.18	2.74	0.51	1.89	0.00	0.34
IDAHO	9.98	8.56	78.69	2.77	0.00	0.00	0.00	0.00
ILLINOIS	0.24	3.91	76.77	10.55	5.16	1.00	2.33	0.06
INDIANA	0.12	12.35	80.79	6.21	0.00	0.16	0.25	0.12
IOWA	0.10	66.91	27.54	4.56	0.00	0.72	0.12	0.04
KANSAS	5.10	15.34	73.16	2.26	0.00	2.99	1.04	0.11
KENTUCKY	5.75	60.87	31.52	1.51	0.01	0.00	0.02	0.32
LOUISIANA	2.52	9.70	68.50	12.48	0.52	5.26	0.57	0.46
MAINE	9.14	40.14	45.71	1.93	2.71	0.00	0.00	0.36
MARYLAND	2.63	8.10	57.40	28.27	2.71	0.08	0.55	0.25
MASSACHUSETTS	55.70	19.27	15.97	3.15	4.01	0.41	0.74	0.77
MICHIGAN	3.05	17.04	59.00	19.87	.	0.06	0.08	0.91
MINNESOTA	1.98	32.11	60.43	4.15	0.00	1.12	0.00	0.21
MISSISSIPPI	1.29	35.62	60.63	1.86	0.07	0.02	0.11	0.39
MISSOURI	5.14	16.93	61.86	11.72	2.55	0.53	0.18	1.10
MONTANA	7.36	15.89	71.71	2.33	0.58	0.58	1.16	0.39
NEBRASKA	12.01	39.84	40.85	4.97	0.41	1.22	0.35	0.35
NEVADA	1.11	23.56	45.11	30.00	0.00	0.00	0.22	0.00
NEW HAMPSHIRE	30.51	12.99	41.93	1.57	10.24	0.00	2.36	0.39
NEW JERSEY	0.97	2.71	59.57	26.37	8.46	1.11	0.14	0.66
NEW MEXICO	2.95	39.09	54.06	0.53	0.11	3.16	0.00	0.11
NEW YORK	0.56	4.88	66.24	23.57	2.63	0.71	1.03	0.39
NORTH CAROLINA	4.49	42.22	43.47	7.51	0.41	0.08	1.42	0.40
NORTH DAKOTA	5.82	18.84	70.50	1.39	0.14	1.52	1.25	0.55
OHIO	1.76	10.63	75.91	10.08	0.20	1.27	0.00	0.15
OKLAHOMA	7.42	35.72	53.23	2.40	0.04	0.81	0.12	0.26
OREGON	4.77	22.98	68.28	0.46	0.07	2.55	0.07	0.85
PENNSYLVANIA	1.68	21.26	70.54	5.95	0.00	0.40	0.00	0.16
PUERTO RICO	1.80	39.43	46.87	8.08	2.12	0.26	0.09	1.34
RHODE ISLAND	0.46	2.76	79.72	0.23	14.06	0.00	2.76	0.00
SOUTH CAROLINA	5.00	41.98	44.52	6.53	0.00	1.65	0.03	0.29
SOUTH DAKOTA	1.66	67.55	25.52	0.28	0.69	1.53	2.77	0.00
TENNESSEE	4.72	36.42	50.70	4.69	1.21	1.47	0.60	0.20
TEXAS	0.25	51.58	37.42	9.53	0.24	0.06	0.09	0.83
UTAH	9.58	22.99	59.10	6.41	0.00	1.84	0.00	0.07
VERMONT	40.36	7.81	50.00	0.00	0.78	0.00	0.78	0.26
VIRGINIA	3.14	28.63	60.98	4.81	0.23	1.17	0.45	0.58
WASHINGTON	5.45	32.45	56.89	3.93	0.13	0.67	0.00	0.47
WEST VIRGINIA	4.72	34.14	57.09	3.43	0.25	0.02	0.00	0.35
WISCONSIN	3.50	27.75	62.67	5.94	0.04	0.00	0.00	0.11
WYOMING	0.72	24.55	60.29	2.89	0.00	9.75	1.81	0.00
AMERICAN SAMOA	23.64	34.55	0.00	41.82	0.00	0.00	0.00	0.00
GUAM	20.00	26.00	48.00	6.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	87.08	12.44	0.00	0.00	0.48	0.00
BUR. OF INDIAN AFFAIRS	4.35	48.79	33.82	1.93	8.21	.	.	2.90
U.S. AND INSULAR AREAS	5.20	25.39	58.46	8.39	1.09	0.72	0.39	0.36
50 STATES, D.C. & P.R.	5.20	25.40	58.47	8.39	1.09	0.72	0.39	0.36

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TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	2,792	23	1	0	.	0	1
ALASKA	136	62	22	1	0	3	0	0
ARIZONA	139	611	216	0	8	0	0	0
ARKANSAS	371	60	26	0	0	1	0	1
CALIFORNIA	10,043	878	1,523	185	19	0	.	.
COLORADO	637	389	59	0	0	0	0	0
CONNECTICUT	672	205	96	9	6	0	2	0
DELAWARE	100	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	78	7	11	0	1	0	0	0
FLORIDA	5,465	1,876	225	9	2	0	0	5
GEORGIA	52	1,347	6	0	0	0	0	0
HAWAII	229	5	1	0	0	0	0	0
IDAHO	158	0	0	0	0	0	0	0
ILLINOIS	3,921	135	249	12	3	0	3	0
INDIANA	2,645	0	0	0	0	39	0	0
IOWA	560	29	1	0	0	0	0	0
KANSAS	499	457	1	17	0	1	80	1
KENTUCKY	831	470	30	0	7	0	0	0
LOUISIANA	2,149	214	479	9	5	2	1	2
MAINE	518	137	22	1	0	0	1	0
MARYLAND	2,158	502	1,367	48	12	2	1	5
MASSACHUSETTS	7,552	2,612	2,164	426	543	56	99	103
MICHIGAN	2,656	208	94	7	.	0	4	61
MINNESOTA	438	983	39	2	0	0	0	0
MISSISSIPPI	1,057	266	250	5	0	0	0	0
MISSOURI	3,572	362	124	134	4	0	0	0
MONTANA	201	9	5	0	0	1	0	0
NEBRASKA	564	16	8	1	1	2	0	0
NEVADA	195	44	18	1	0	0	0	0
NEW HAMPSHIRE	231	107	101	3	5	1	2	0
NEW JERSEY	4,022	161	349	4	118	0	0	1
NEW MEXICO	1,158	1,059	300	0	7	0	0	2
NEW YORK	1,699	709	1,140	102	68	33	38	10
NORTH CAROLINA	1,585	160	28	3	0	0	0	7
NORTH DAKOTA	327	14	1	0	0	0	0	0
OHIO	2,733	0	0	0	663	45	0	0
OKLAHOMA	811	43	1	2	0	0	0	1
OREGON	949	236	109	1	8	0	0	1
PENNSYLVANIA	3,697	410	14	5	0	0	0	0
PUERTO RICO	70	123	29	5	6	0	0	0
RHODE ISLAND	239	24	9	0	1	0	0	0
SOUTH CAROLINA	1,113	81	8	0	0	0	0	0
SOUTH DAKOTA	22	147	1	0	0	0	0	1
TENNESSEE	1,325	561	148	36	0	0	0	0
TEXAS	219	3,534	0	0	0	0	0	0
UTAH	352	163	11	6	0	0	0	0
VERMONT	498	41	25	2	2	0	4	0
VIRGINIA	1,179	501	7	0	0	0	0	2
WASHINGTON	620	39	0	0	18	2	0	13
WEST VIRGINIA	728	6	0	0	0	0	0	1
WISCONSIN	1,137	217	4	0	0	0	1	2
WYOMING	112	66	32	0	0	0	1	0
AMERICAN SAMOA	14	0	0	0	0	0	0	0
GUAM	10	1	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	7	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	7	0	21	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	59	333	0	0	0	.	.	0
U.S. AND INSULAR AREAS	72,512	23,412	9,405	1,037	1,507	188	237	220
50 STATES, D.C. & P.R.	72,422	23,078	9,376	1,037	1,507	188	237	220

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TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	99.11	0.82	0.04	0.00	.	0.00	0.04
ALASKA	60.71	27.68	9.82	0.45	0.00	1.34	0.00	0.00
ARIZONA	14.27	62.73	22.18	0.00	0.82	0.00	0.00	0.00
ARKANSAS	80.83	13.07	5.66	0.00	0.00	0.22	0.00	0.22
CALIFORNIA	79.40	6.94	12.04	1.46	0.15	0.00	.	.
COLORADO	58.71	35.85	5.44	0.00	0.00	0.00	0.00	0.00
CONNECTICUT	67.88	20.71	9.70	0.91	0.61	0.00	0.20	0.00
DELAWARE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	80.41	7.22	11.34	0.00	1.03	0.00	0.00	0.00
FLORIDA	72.08	24.74	2.97	0.12	0.03	0.00	0.00	0.07
GEORGIA	3.70	95.87	0.43	0.00	0.00	0.00	0.00	0.00
HAWAII	97.45	2.13	0.43	0.00	0.00	0.00	0.00	0.00
IDAHO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	90.70	3.12	5.76	0.28	0.07	0.00	0.07	0.00
INDIANA	98.55	0.00	0.00	0.00	0.00	1.45	0.00	0.00
IOWA	94.92	4.92	0.17	0.00	0.00	0.00	0.00	0.00
KANSAS	47.25	43.28	0.09	1.61	0.00	0.09	7.58	0.09
KENTUCKY	62.11	35.13	2.24	0.00	0.52	0.00	0.00	0.00
LOUISIANA	75.11	7.48	16.74	0.31	0.17	0.07	0.03	0.07
MAINE	76.29	20.18	3.24	0.15	0.00	0.00	0.15	0.00
MARYLAND	52.70	12.26	33.38	1.17	0.29	0.05	0.02	0.12
MASSACHUSETTS	55.71	19.27	15.96	3.14	4.01	0.41	0.73	0.76
MICHIGAN	87.66	6.86	3.10	0.23	.	0.00	0.13	2.01
MINNESOTA	29.96	67.24	2.67	0.14	0.00	0.00	0.00	0.00
MISSISSIPPI	66.98	16.86	15.84	0.32	0.00	0.00	0.00	0.00
MISSOURI	85.13	8.63	2.96	3.19	0.10	0.00	0.00	0.00
MONTANA	93.06	4.17	2.31	0.00	0.00	0.46	0.00	0.00
NEBRASKA	95.27	2.70	1.35	0.17	0.17	0.34	0.00	0.00
NEVADA	75.58	17.05	6.98	0.39	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	51.33	23.78	22.44	0.67	1.11	0.22	0.44	0.00
NEW JERSEY	86.40	3.46	7.50	0.09	2.53	0.00	0.00	0.02
NEW MEXICO	45.84	41.92	11.88	0.00	0.28	0.00	0.00	0.08
NEW YORK	44.72	18.66	30.01	2.68	1.79	0.87	1.00	0.26
NORTH CAROLINA	88.90	8.97	1.57	0.17	0.00	0.00	0.00	0.39
NORTH DAKOTA	95.61	4.09	0.29	0.00	0.00	0.00	0.00	0.00
OHIO	79.42	0.00	0.00	0.00	19.27	1.31	0.00	0.00
OKLAHOMA	94.52	5.01	0.12	0.23	0.00	0.00	0.00	0.12
OREGON	72.78	18.10	8.36	0.08	0.61	0.00	0.00	0.08
PENNSYLVANIA	89.60	9.94	0.34	0.12	0.00	0.00	0.00	0.00
PUERTO RICO	30.04	52.79	12.45	2.15	2.58	0.00	0.00	0.00
RHODE ISLAND	87.55	8.79	3.30	0.00	0.37	0.00	0.00	0.00
SOUTH CAROLINA	92.60	6.74	0.67	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	12.87	85.96	0.58	0.00	0.00	0.00	0.00	0.58
TENNESSEE	64.01	27.10	7.15	1.74	0.00	0.00	0.00	0.00
TEXAS	5.84	94.16	0.00	0.00	0.00	0.00	0.00	0.00
UTAH	66.17	30.64	2.07	1.13	0.00	0.00	0.00	0.00
VERMONT	87.06	7.17	4.37	0.35	0.35	0.00	0.70	0.00
VIRGINIA	69.80	29.66	0.41	0.00	0.00	0.00	0.00	0.12
WASHINGTON	89.60	5.64	0.00	0.00	2.60	0.29	0.00	1.88
WEST VIRGINIA	99.05	0.82	0.00	0.00	0.00	0.00	0.00	0.14
WISCONSIN	83.54	15.94	0.29	0.00	0.00	0.00	0.07	0.15
WYOMING	53.08	31.28	15.17	0.00	0.00	0.00	0.47	0.00
AMERICAN SAMOA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GUAM	83.33	8.33	8.33	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	25.00	0.00	75.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	15.05	84.95	0.00	0.00	0.00	.	.	0.00
U.S. AND INSULAR AREAS	66.82	21.57	8.67	0.96	1.39	0.17	0.22	0.20
50 STATES, D.C. & P.R.	67.02	21.36	8.68	0.96	1.39	0.17	0.22	0.20

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NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

VISUAL IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	145	22	1	0	.	0	2
ALASKA	5	3	2	0	0	0	0	0
ARIZONA	28	25	8	0	0	0	0	1
ARKANSAS	24	14	3	19	1	32	0	0
CALIFORNIA	296	126	535	65	4	0	.	.
COLORADO	81	29	3	0	0	11	0	0
CONNECTICUT	71	21	30	23	9	0	10	4
DELAWARE	26	63	2	9	0	0	0	1
DISTRICT OF COLUMBIA	15	1	9	0	0	0	0	0
FLORIDA	144	79	44	8	0	67	0	3
GEORGIA	8	120	12	2	0	57	0	0
HAWAII	20	3	7	2	0	1	0	0
IDAHO	26	11	0	0	0	3	0	0
ILLINOIS	82	131	182	7	6	61	2	0
INDIANA	45	120	15	2	0	66	0	0
IOWA	34	21	1	0	0	28	0	1
KANSAS	49	18	2	0	0	31	0	0
KENTUCKY	116	31	11	6	1	67	2	0
LOUISIANA	64	43	43	3	0	39	0	0
MAINE	18	15	5	0	0	0	0	0
MARYLAND	92	15	24	18	1	47	0	1
MASSACHUSETTS	197	68	57	11	14	1	3	3
MICHIGAN	205	54	59	14	.	0	0	2
MINNESOTA	77	65	6	0	0	1	0	0
MISSISSIPPI	13	28	13	0	0	2	0	2
MISSOURI	80	24	16	0	0	8	0	0
MONTANA	8	11	40	0	0	5	0	0
NEBRASKA	37	23	1	4	0	14	0	0
NEVADA	4	4	18	0	0	0	0	12
NEW HAMPSHIRE	7	2	1	33	2	0	5	0
NEW JERSEY	85	33	16	9	4	43	0	2
NEW MEXICO	18	6	3	0	0	22	0	0
NEW YORK	154	206	123	12	54	0	0	5
NORTH CAROLINA	193	51	20	17	0	27	0	2
NORTH DAKOTA	18	0	0	0	0	1	0	0
OHIO	186	88	74	7	3	70	0	0
OKLAHOMA	51	6	8	3	0	49	0	2
OREGON	86	13	15	1	3	19	0	1
PENNSYLVANIA	340	62	32	14	0	0	3	0
PUERTO RICO	50	139	20	1	5	34	4	6
RHODE ISLAND	6	9	6	0	0	0	5	0
SOUTH CAROLINA	116	35	11	0	0	23	0	0
SOUTH DAKOTA	4	7	0	0	0	8	0	0
TENNESSEE	224	75	19	15	0	55	0	1
TEXAS	186	479	55	5	3	4	0	0
UTAH	19	50	17	5	0	0	0	0
VERMONT	15	3	1	0	0	0	0	0
VIRGINIA	187	9	3	1	1	40	0	2
WASHINGTON	48	31	13	0	0	0	0	0
WEST VIRGINIA	51	10	0	0	0	0	0	0
WISCONSIN	60	8	13	0	0	30	0	0
WYOMING	5	5	3	0	0	2	0	0
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	1	1	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	3	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	4	0	0	0	.	.	1
U.S. AND INSULAR AREAS	3,977	2,643	1,627	318	111	968	34	54
50 STATES, D.C. & P.R.	3,974	2,638	1,623	317	111	968	34	53

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PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

VISUAL IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	85.29	12.94	0.59	0.00	.	0.00	1.18
ALASKA	50.00	30.00	20.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	45.16	40.32	12.90	0.00	0.00	0.00	0.00	1.61
ARKANSAS	25.81	15.05	3.23	20.43	1.08	34.41	0.00	0.00
CALIFORNIA	28.85	12.28	52.14	6.34	0.39	0.00	.	.
COLORADO	65.32	23.39	2.42	0.00	0.00	8.87	0.00	0.00
CONNECTICUT	42.26	12.50	17.86	13.69	5.36	0.00	5.95	2.38
DELAWARE	25.74	62.38	1.98	8.91	0.00	0.00	0.00	0.99
DISTRICT OF COLUMBIA	60.00	4.00	36.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	41.74	22.90	12.75	2.32	0.00	19.42	0.00	0.87
GEORGIA	4.02	60.30	6.03	1.01	0.00	28.64	0.00	0.00
HAWAII	60.61	9.09	21.21	6.06	0.00	3.03	0.00	0.00
IDAHO	65.00	27.50	0.00	0.00	0.00	7.50	0.00	0.00
ILLINOIS	17.41	27.81	38.64	1.49	1.27	12.95	0.42	0.00
INDIANA	18.15	48.39	6.05	0.81	0.00	26.61	0.00	0.00
IOWA	40.00	24.71	1.18	0.00	0.00	32.94	0.00	1.18
KANSAS	49.00	18.00	2.00	0.00	0.00	31.00	0.00	0.00
KENTUCKY	49.57	13.25	4.70	2.56	0.43	28.63	0.85	0.00
LOUISIANA	33.33	22.40	22.40	1.56	0.00	20.31	0.00	0.00
MAINE	47.37	39.47	13.16	0.00	0.00	0.00	0.00	0.00
MARYLAND	46.46	7.58	12.12	9.09	0.51	23.74	0.00	0.51
MASSACHUSETTS	55.65	19.21	16.10	3.11	3.95	0.28	0.85	0.85
MICHIGAN	61.38	16.17	17.66	4.19	.	0.00	0.00	0.60
MINNESOTA	51.68	43.62	4.03	0.00	0.00	0.67	0.00	0.00
MISSISSIPPI	22.41	48.28	22.41	0.00	0.00	3.45	0.00	3.45
MISSOURI	62.50	18.75	12.50	0.00	0.00	6.25	0.00	0.00
MONTANA	12.50	17.19	62.50	0.00	0.00	7.81	0.00	0.00
NEBRASKA	46.84	29.11	1.27	5.06	0.00	17.72	0.00	0.00
NEVADA	10.53	10.53	47.37	0.00	0.00	0.00	0.00	31.58
NEW HAMPSHIRE	14.00	4.00	2.00	66.00	4.00	0.00	10.00	0.00
NEW JERSEY	44.27	17.19	8.33	4.69	2.08	22.40	0.00	1.04
NEW MEXICO	36.73	12.24	6.12	0.00	0.00	44.90	0.00	0.00
NEW YORK	27.80	37.18	22.20	2.17	9.75	0.00	0.00	0.90
NORTH CAROLINA	62.26	16.45	6.45	5.48	0.00	8.71	0.00	0.65
NORTH DAKOTA	94.74	0.00	0.00	0.00	0.00	5.26	0.00	0.00
OHIO	43.46	20.56	17.29	1.64	0.70	16.36	0.00	0.00
OKLAHOMA	42.86	8.04	6.72	2.52	0.00	71018	0.00	1.68
OREGON	62.32	9.42	10.87	0.72	2.17	13.77	0.00	0.72
PENNSYLVANIA	75.39	13.75	7.10	3.10	0.00	0.00	0.67	0.00
PUERTO RICO	19.31	53.67	7.72	0.39	1.93	13.13	1.54	2.32
RHODE ISLAND	23.08	34.62	23.08	0.00	0.00	0.00	19.23	0.00
SOUTH CAROLINA	62.70	18.92	5.95	0.00	0.00	12.43	0.00	0.00
SOUTH DAKOTA	21.05	36.84	0.00	0.00	0.00	42.11	0.00	0.00
TENNESSEE	57.58	19.28	4.88	3.86	0.00	14.14	0.00	0.26
TEXAS	25.41	65.44	7.51	0.68	0.41	0.55	0.00	0.00
UTAH	20.88	54.95	18.68	5.49	0.00	0.00	0.00	0.00
VERMONT	78.95	15.79	5.26	0.00	0.00	0.00	0.00	0.00
VIRGINIA	76.95	3.70	1.23	0.41	0.41	16.46	0.00	0.82
WASHINGTON	52.17	33.70	14.13	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	83.61	16.39	0.00	0.00	0.00	0.00	0.00	0.00
WISCONSIN	54.05	7.21	11.71	0.00	0.00	27.03	0.00	0.00
WYOMING	33.33	33.33	20.00	0.00	0.00	13.33	0.00	0.00
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	28.57	57.14	0.00	0.00	0.00	.	.	14.29
U.S. AND INSULAR AREAS	40.87	27.16	16.72	3.27	1.14	9.95	0.35	0.55
50 STATES, D.C. & P.R.	40.89	27.15	16.70	3.26	1.14	9.96	0.35	0.55

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TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

SERIOUS EMOTIONAL DISTURBANCE

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	2,315	673	50	11	.	95	12
ALASKA	151	46	119	0	1	4	0	0
ARIZONA	19	148	233	21	113	0	278	5
ARKANSAS	29	66	72	0	3	0	19	2
CALIFORNIA	290	458	3,086	376	2,397	0	.	.
COLORADO	925	2,388	1,138	130	5	0	247	160
CONNECTICUT	2,218	1,329	1,396	615	647	96	518	274
DELAWARE	178	348	202	90	2	6	17	13
DISTRICT OF COLUMBIA	8	15	216	31	63	0	162	54
FLORIDA	634	4,194	5,352	1,327	97	114	263	25
GEORGIA	42	5,204	2,500	168	2	238	11	0
HAWAII	82	99	217	0	0	10	31	13
IDAHO	39	58	146	0	0	20	85	0
ILLINOIS	343	3,242	6,417	2,435	1,787	1,396	274	42
INDIANA	209	570	1,425	198	6	52	27	26
IOWA	89	2,178	1,397	167	0	194	40	19
KANSAS	344	627	933	344	0	173	65	22
KENTUCKY	36	629	580	260	0	0	15	27
LOUISIANA	207	410	1,274	180	0	75	79	38
MAINE	846	761	369	150	85	2	125	24
MARYLAND	234	249	912	353	303	171	173	16
MASSACHUSETTS	4,498	1,556	1,289	254	323	33	59	62
MICHIGAN	3,659	3,490	3,072	992	.	280	305	113
MINNESOTA	691	3,328	1,466	764	0	598	0	105
MISSISSIPPI	7	35	68	0	1	1	9	12
MISSOURI	1,106	2,770	1,566	694	326	78	154	82
MONTANA	121	94	147	16	0	26	44	2
NEBRASKA	632	436	268	42	26	11	13	30
NEVADA	29	274	123	18	0	0	4	28
NEW HAMPSHIRE	427	185	166	7	124	27	97	4
NEW JERSEY	673	1,662	3,005	1,340	2,400	167	21	255
NEW MEXICO	509	410	720	18	0	47	0	20
NEW YORK	317	4,701	12,501	2,989	3,683	672	466	520
NORTH CAROLINA	1,334	1,362	1,632	275	11	310	4	102
NORTH DAKOTA	118	53	61	2	1	16	27	2
OHIO	262	284	1,802	1,835	23	52	0	208
OKLAHOMA	61	153	447	44	3	69	31	48
OREGON	473	430	341	43	199	98	46	62
PENNSYLVANIA	810	3,126	3,390	713	32	75	136	35
PUERTO RICO	17	98	223	18	1	0	1	34
RHODE ISLAND	178	181	269	5	114	0	86	11
SOUTH CAROLINA	249	1,642	1,060	215	1	18	50	50
SOUTH DAKOTA	19	130	60	8	6	51	47	7
TENNESSEE	284	373	471	41	84	136	11	63
TEXAS	538	7,409	3,048	1,329	26	66	58	5,481
UTAH	1,258	1,913	667	151	0	0	0	95
VERMONT	248	46	32	43	9	0	46	4
VIRGINIA	850	1,234	1,749	185	192	37	260	73
WASHINGTON	451	774	517	112	75	5	5	65
WEST VIRGINIA	353	460	450	47	0	10	2	7
WISCONSIN	1,357	2,992	1,750	208	2	32	3	28
WYOMING	45	103	90	5	0	14	13	11
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	9	6	9	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.		.	.
VIRGIN ISLANDS	0	2	2	0	0	0	13	10
BUR. OF INDIAN AFFAIRS	27	64	30	2	37	.	.	0
U.S. AND INSULAR AREAS	28,534	67,190	71,148	19,311	13,221	5,480	4,535	8,481
50 STATES, D.C. & P.R.	28,497	67,118	71,107	19,308	13,184	5,480	4,522	8,471

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TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

SERIOUS EMOTIONAL DISTURBANCE

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	73.35	21.32	1.58	0.35	.	3.01	0.38
ALASKA	47.04	14.33	37.07	0.00	0.31	1.25	0.00	0.00
ARIZONA	2.33	18.12	28.52	2.57	13.83	0.00	34.03	0.61
ARKANSAS	15.18	34.55	37.70	0.00	1.57	0.00	9.95	1.05
CALIFORNIA	4.39	6.93	46.71	5.69	36.28	0.00	.	.
COLORADO	18.53	47.83	22.79	2.60	0.10	0.00	4.95	3.20
CONNECTICUT	31.27	18.74	19.68	8.67	9.12	1.35	7.30	3.86
DELAWARE	20.79	40.65	23.60	10.51	0.23	0.70	1.99	1.52
DISTRICT OF COLUMBIA	1.46	2.73	39.34	5.65	11.48	0.00	29.51	9.84
FLORIDA	5.28	34.93	44.58	11.05	0.81	0.95	2.19	0.21
GEORGIA	0.51	64.09	30.32	2.04	0.02	2.89	0.13	0.00
HAWAII	18.14	21.90	48.01	0.00	0.00	2.21	6.86	2.88
IDAHO	11.21	16.67	41.95	0.00	0.00	5.75	24.43	0.00
ILLINOIS	2.15	20.34	40.27	15.28	11.21	8.76	1.72	0.26
INDIANA	8.32	22.68	56.71	7.88	0.24	2.07	1.07	1.03
IOWA	2.18	53.33	34.21	4.09	0.00	4.75	0.98	0.47
KANSAS	13.72	25.00	37.20	13.72	0.00	6.90	2.59	0.88
KENTUCKY	2.33	40.66	37.49	16.81	0.00	0.00	0.97	1.75
LOUISIANA	9.15	18.12	56.30	7.95	0.00	3.31	3.49	1.68
MAINE	35.82	32.22	15.62	6.35	3.60	0.08	5.29	1.02
MARYLAND	9.71	10.33	37.83	14.64	12.57	7.09	7.18	0.66
MASSACHUSETTS	55.71	19.27	15.96	3.15	4.00	0.41	0.73	0.77
MICHIGAN	30.72	29.30	25.79	8.33	.	2.35	2.56	0.95
MINNESOTA	9.94	47.87	21.09	10.99	0.00	8.60	0.00	1.51
MISSISSIPPI	5.26	26.32	51.13	0.00	0.75	0.75	6.77	9.02
MISSOURI	16.32	40.88	23.11	10.24	4.81	1.15	2.27	1.21
MONTANA	26.89	20.89	32.67	3.56	0.00	5.78	9.78	0.44
NEBRASKA	43.35	29.90	18.38	2.88	1.78	0.75	0.89	2.06
NEVADA	6.09	57.56	25.84	3.78	0.00	0.00	0.84	5.88
NEW HAMPSHIRE	41.18	17.84	16.01	0.68	11.96	2.60	9.35	0.39
NEW JERSEY	7.07	17.45	31.56	14.07	25.20	1.75	0.22	2.68
NEW MEXICO	29.52	23.78	41.76	1.04	0.00	2.73	0.00	1.16
NEW YORK	1.23	18.19	48.36	11.56	14.25	2.60	1.80	2.01
NORTH CAROLINA	26.52	27.08	32.45	5.47	0.22	6.16	0.08	2.03
NORTH DAKOTA	42.14	18.93	21.79	0.71	0.36	5.71	9.64	0.71
OHIO	5.76	6.25	39.64	40.37	0.51	1.14	0.00	6.34
OKLAHOMA	7.13	17.87	52.22	5.14	0.35	8.06	3.62	5.61
OREGON	27.96	25.41	20.15	2.54	11.76	5.79	2.72	3.66
PENNSYLVANIA	9.74	37.59	40.76	8.57	0.38	0.90	1.64	0.42
PUERTO RICO	4.34	25.00	56.89	4.59	0.26	0.00	0.26	8.67
RHODE ISLAND	21.09	21.45	31.87	0.59	13.51	0.00	10.19	1.30
SOUTH CAROLINA	7.58	49.98	32.27	6.54	0.03	0.55	1.52	1.52
SOUTH DAKOTA	5.79	39.63	18.29	2.44	1.83	15.55	14.33	2.13
TENNESSEE	19.41	25.50	32.19	2.80	5.74	9.30	0.75	4.31
TEXAS	3.00	41.26	16.98	7.40	0.14	0.37	0.32	30.53
UTAH	30.80	46.84	16.33	3.70	0.00	0.00	0.00	2.33
VERMONT	57.94	10.75	7.48	10.05	2.10	0.00	10.75	0.93
VIRGINIA	18.56	26.94	38.19	4.04	4.19	0.81	5.68	1.59
WASHINGTON	22.50	38.62	25.80	5.59	3.74	0.25	0.25	3.24
WEST VIRGINIA	26.56	34.61	33.86	3.54	0.00	0.75	0.15	0.53
WISCONSIN	21.30	46.96	27.46	3.26	0.03	0.50	0.05	0.44
WYOMING	16.01	36.65	32.03	1.78	0.00	4.98	4.63	3.91
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	37.50	25.00	37.50	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	7.41	7.41	0.00	0.00	0.00	48.15	37.04
BUR. OF INDIAN AFFAIRS	16.87	40.00	18.75	1.25	23.12	.	.	0.00
U.S. AND INSULAR AREAS	13.09	30.84	32.65	8.86	6.07	2.51	2.08	3.89
50 STATES, D.C. & P.R.	13.09	30.83	32.66	8.87	6.06	2.52	2.08	3.89

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NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	113	60	3	0	.	1	20
ALASKA	26	10	5	0	0	0	0	0
ARIZONA	16	28	31	0	2	0	0	5
ARKANSAS	13	11	17	1	2	0	4	1
CALIFORNIA	1,035	224	1,260	154	9	0	.	.
COLORADO	107	82	53	1	0	0	0	5
CONNECTICUT	38	15	16	3	4	0	0	11
DELAWARE	14	7	5	29	1	0	0	28
DISTRICT OF COLUMBIA	0	0	1	23	0	0	0	0
FLORIDA	67	156	543	112	1	0	0	4
GEORGIA	6	143	92	1	0	1	1	8
HAWAII	34	27	48	17	0	0	0	2
IDAHO	11	23	43	0	0	0	0	0
ILLINOIS	98	96	394	284	45	4	14	38
INDIANA	68	50	99	3	0	0	0	0
IOWA	101	128	43	2	0	1	0	65
KANSAS	30	17	17	2	0	0	7	11
KENTUCKY	75	25	47	0	0	0	0	27
LOUISIANA	86	55	148	18	1	23	0	8
MAINE	44	16	2	1	0	0	0	1
MARYLAND	58	20	84	17	1	0	0	1
MASSACHUSETTS	361	125	104	20	26	3	5	5
MICHIGAN	633	351	370	28	.	1	1	32
MINNESOTA	114	218	57	6	0	9	0	4
MISSISSIPPI	16	74	100	15	0	0	4	56
MISSOURI	146	28	64	166	0	0	0	8
MONTANA	14	9	7	0	0	0	0	2
NEBRASKA	151	43	63	4	0	0	0	3
NEVADA	42	41	10	1	0	0	0	8
NEW HAMPSHIRE	20	7	7	1	2	0	0	0
NEW JERSEY	17	62	37	69	31	0	0	5
NEW MEXICO	87	54	54	0	0	0	0	3
NEW YORK	189	153	163	60	602	0	0	19
NORTH CAROLINA	185	43	75	20	0	0	0	15
NORTH DAKOTA	20	4	1	0	0	0	4	0
OHIO	198	65	415	123	34	0	0	1,149
OKLAHOMA	65	6	32	2	0	0	0	1
OREGON	222	63	46	4	4	0	1	6
PENNSYLVANIA	37	16	106	122	0	13	0	5
PUERTO RICO	53	33	10	3	47	1	0	23
RHODE ISLAND	14	11	19	0	7	0	1	1
SOUTH CAROLINA	67	120	81	31	1	1	0	8
SOUTH DAKOTA	4	17	0	0	0	0	18	4
TENNESSEE	110	63	100	20	2	0	0	64
TEXAS	140	530	239	58	0	3	2	457
UTAH	19	20	26	5	0	0	0	2
VERMONT	32	4	2	0	0	0	1	2
VIRGINIA	76	27	52	17	0	0	2	3
WASHINGTON	148	105	49	1	2	0	0	2
WEST VIRGINIA	44	8	31	8	0	0	0	0
WISCONSIN	82	31	26	0	0	1	0	7
WYOMING	17	6	6	0	0	0	2	1
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	6	1	3	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	3	1	0	0	.	.	0
U.S. AND INSULAR AREAS	5,258	3,587	5,364	1,456	824	61	68	2,130
50 STATES, D.C. & P.R.	5,250	3,583	5,360	1,455	824	61	68	2,130

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PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

ORTHOPEDIC IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	57.36	30.46	1.52	0.00	.	0.51	10.15
ALASKA	63.41	24.39	12.20	0.00	0.00	0.00	0.00	0.00
ARIZONA	19.51	34.15	37.80	0.00	2.44	0.00	0.00	6.10
ARKANSAS	26.53	22.45	34.69	2.04	4.08	0.00	8.16	2.04
CALIFORNIA	38.59	8.35	46.98	5.74	0.34	0.00	.	.
COLORADO	43.15	33.06	21.37	0.40	0.00	0.00	0.00	2.02
CONNECTICUT	43.68	17.24	18.39	3.45	4.60	0.00	0.00	12.64
DELAWARE	16.67	8.33	5.95	34.52	1.19	0.00	0.00	33.33
DISTRICT OF COLUMBIA	0.00	0.00	4.17	95.83	0.00	0.00	0.00	0.00
FLORIDA	7.59	17.67	61.49	12.68	0.11	0.00	0.00	0.45
GEORGIA	2.38	56.75	36.51	0.40	0.00	0.40	0.40	3.17
HAWAII	26.56	21.09	37.50	13.28	0.00	0.00	0.00	1.56
IDAHO	14.29	29.87	55.84	0.00	0.00	0.00	0.00	0.00
ILLINOIS	10.07	9.87	40.49	29.19	4.62	0.41	1.44	3.91
INDIANA	30.91	22.73	45.00	1.36	0.00	0.00	0.00	0.00
IOWA	29.71	37.65	12.65	0.59	0.00	0.29	0.00	19.12
KANSAS	35.71	20.24	20.24	2.38	0.00	0.00	8.33	13.10
KENTUCKY	43.10	14.37	27.01	0.00	0.00	0.00	0.00	15.52
LOUISIANA	25.37	16.22	43.66	5.31	0.29	6.78	0.00	2.36
MAINE	68.75	25.00	3.13	1.56	0.00	0.00	0.00	1.56
MARYLAND	32.04	11.05	46.41	9.39	0.55	0.00	0.00	0.55
MASSACHUSETTS	55.62	19.26	16.02	3.08	4.01	0.46	0.77	0.77
MICHIGAN	44.70	24.79	26.13	1.98	.	0.07	0.07	2.26
MINNESOTA	27.94	53.43	13.97	1.47	0.00	2.21	0.00	0.98
MISSISSIPPI	6.04	27.92	37.74	5.66	0.00	0.00	1.51	21.13
MISSOURI	35.44	6.80	15.53	40.29	0.00	0.00	0.00	1.94
MONTANA	43.75	28.13	21.88	0.00	0.00	0.00	0.00	6.25
NEBRASKA	57.20	16.29	23.86	1.52	0.00	0.00	0.00	1.14
NEVADA	41.18	40.20	9.80	0.98	0.00	0.00	0.00	7.84
NEW HAMPSHIRE	54.05	18.92	18.92	2.70	5.41	0.00	0.00	0.00
NEW JERSEY	7.69	28.05	16.74	31.22	14.03	0.00	0.00	2.26
NEW MEXICO	43.94	27.27	27.27	0.00	0.00	0.00	0.00	1.52
NEW YORK	15.94	12.90	13.74	5.06	50.76	0.00	0.00	1.60
NORTH CAROLINA	54.73	12.72	22.19	5.92	0.00	0.00	0.00	4.44
NORTH DAKOTA	68.97	13.79	3.45	0.00	0.00	0.00	13.79	0.00
OHIO	9.98	3.28	20.92	6.20	1.71	0.00	0.00	57.91
OKLAHOMA	61.32	5.66	30.19	1.89	0.00	0.00	0.00	0.94
OREGON	64.16	18.21	13.29	1.16	1.16	0.00	0.29	1.73
PENNSYLVANIA	12.37	5.35	35.45	40.80	0.00	4.35	0.00	1.67
PUERTO RICO	31.18	19.41	5.88	1.76	27.65	0.59	0.00	13.53
RHODE ISLAND	26.42	20.75	35.85	0.00	13.21	0.00	1.89	1.89
SOUTH CAROLINA	21.68	38.83	26.21	10.03	0.32	0.32	0.00	2.59
SOUTH DAKOTA	9.30	39.53	0.00	0.00	0.00	0.00	41.86	9.30
TENNESSEE	30.64	17.55	27.86	5.57	0.56	0.00	0.00	17.83
TEXAS	9.80	37.09	16.72	4.06	0.00	0.21	0.14	31.98
UTAH	26.39	27.78	36.11	6.94	0.00	0.00	0.00	2.78
VERMONT	78.05	9.76	4.88	0.00	0.00	0.00	2.44	4.88
VIRGINIA	42.94	15.25	29.38	9.60	0.00	0.00	1.13	1.69
WASHINGTON	48.21	34.20	15.96	0.33	0.65	0.00	0.00	0.65
WEST VIRGINIA	48.35	8.79	34.07	8.79	0.00	0.00	0.00	0.00
WISCONSIN	55.78	21.09	17.69	0.00	0.00	0.68	0.00	4.76
WYOMING	53.13	18.75	18.75	0.00	0.00	0.00	6.25	3.13
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	60.00	10.00	30.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	33.33	50.00	16.67	0.00	0.00	.	.	0.00
U.S. AND INSULAR AREAS	28.05	19.13	28.61	7.77	4.40	0.33	0.36	11.36
50 STATES, D.C. & P.R.	28.03	19.13	28.62	7.77	4.40	0.33	0.36	11.37

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TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

OTHER HEALTH IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	157	33	9	0	.	2	80
ALASKA	16	16	16	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	20	45	29	3	6	0	1	9
CALIFORNIA	3,426	472	672	82	56	0	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	56	29	33	18	30	0	27	57
DELAWARE	0	9	13	8	0	5	0	17
DISTRICT OF COLUMBIA	0	0	0	5	9	0	4	0
FLORIDA	0	0	75	51	3	0	13	1,499
GEORGIA	8	135	24	2	0	1	0	6
HAWAII	8	8	21	1	4	0	0	0
IDAHO	8	4	73	0	0	0	0	0
ILLINOIS	25	27	85	78	43	25	10	650
INDIANA	0	0	32	1	0	0	1	0
IOWA	0	0	0	0	0	1	0	0
KANSAS	33	21	20	24	0	0	0	14
KENTUCKY	34	52	50	2	0	0	0	79
LOUISIANA	116	113	236	25	2	4	1	12
MAINE	71	36	8	0	0	0	0	27
MARYLAND	83	48	89	18	23	0	8	9
MASSACHUSETTS	460	159	132	26	33	4	6	6
MICHIGAN	7	14	120	166	.	0	0	2
MINNESOTA	45	82	57	7	0	11	0	3
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	64	4	4	30	0	2	0	40
MONTANA	62	23	12	2	0	0	0	18
NEBRASKA	65	23	23	5	0	0	0	13
NEVADA	0	0	0	0	0	0	0	91
NEW HAMPSHIRE	75	22	13	3	6	0	4	3
NEW JERSEY	25	99	52	37	3	3	0	103
NEW MEXICO	12	6	4	0	0	0	0	4
NEW YORK	113	367	262	350	117	12	0	59
NORTH CAROLINA	380	191	213	46	2	0	1	51
NORTH DAKOTA	12	7	4	1	0	0	2	2
OHIO	.	.	.	.	.	.	0	.
OKLAHOMA	32	13	5	2	4	0	1	6
OREGON	171	104	69	0	7	0	1	67
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	54	66	44	25	10	2	1	88
RHODE ISLAND	16	5	7	2	4	0	2	105
SOUTH CAROLINA	21	4	29	13	0	1	0	0
SOUTH DAKOTA	6	13	2	0	0	0	3	18
TENNESSEE	198	176	173	14	4	7	5	495
TEXAS	166	1,522	540	107	13	8	12	4,616
UTAH	19	57	14	2	0	0	0	4
VERMONT	38	5	5	0	3	0	5	2
VIRGINIA	47	24	67	14	6	0	12	6
WASHINGTON	338	579	292	24	8	2	0	20
WEST VIRGINIA	1	2	13	1	0	0	0	0
WISCONSIN	63	2	18	1	0	0	0	16
WYOMING	22	46	45	2	0	1	0	2
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	2	0	0	0	0	0	0	0
NORTHERN MARIANAS	3	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	4	0	0	0	0	2
BUR. OF INDIAN AFFAIRS	10	4	0	0	0	.	.	0
U.S. AND INSULAR AREAS	6,431	4,791	3,732	1,207	396	89	122	8,301
50 STATES, D.C. & P.R.	6,416	4,787	3,720	1,207	396	89	122	8,299

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TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

OTHER HEALTH IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	55.87	11.74	3.20	0.00	.	0.71	28.47
ALASKA	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	17.70	39.82	25.66	2.65	5.31	0.00	0.88	7.96
CALIFORNIA	72.77	10.03	14.27	1.74	1.19	0.00	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	22.40	11.60	13.20	7.20	12.00	0.00	10.80	22.80
DELAWARE	0.00	17.31	25.00	15.38	0.00	9.62	0.00	32.69
DISTRICT OF COLUMBIA	0.00	0.00	0.00	27.78	50.00	0.00	22.22	0.00
FLORIDA	0.00	0.00	4.57	3.11	0.18	0.00	0.79	91.35
GEORGIA	4.55	76.70	13.64	1.14	0.00	0.57	0.00	3.41
HAWAII	19.05	19.05	50.00	2.38	9.52	0.00	0.00	0.00
IDAHO	9.41	4.71	85.88	0.00	0.00	0.00	0.00	0.00
ILLINOIS	2.65	2.86	9.01	8.27	4.56	2.65	1.06	68.93
INDIANA	0.00	0.00	94.12	2.94	0.00	0.00	2.94	0.00
IOWA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
KANSAS	29.46	18.75	17.86	21.43	0.00	0.00	0.00	12.50
KENTUCKY	15.67	23.96	23.04	0.92	0.00	0.00	0.00	36.41
LOUISIANA	22.79	22.20	46.37	4.91	0.39	0.79	0.20	2.36
MAINE	50.00	25.35	5.63	0.00	0.00	0.00	0.00	19.01
MARYLAND	29.86	17.27	32.01	6.47	8.27	0.00	2.88	3.24
MASSACHUSETTS	55.69	19.25	15.98	3.15	4.00	0.48	0.73	0.73
MICHIGAN	2.27	4.53	38.83	53.72	.	0.00	0.00	0.65
MINNESOTA	21.95	40.00	27.80	3.41	0.00	5.37	0.00	1.46
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	44.44	2.78	2.78	20.83	0.00	1.39	0.00	27.78
MONTANA	52.99	19.66	10.26	1.71	0.00	0.00	0.00	15.38
NEBRASKA	50.39	17.83	17.83	3.88	0.00	0.00	0.00	10.08
NEVADA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
NEW HAMPSHIRE	59.52	17.46	10.32	2.38	4.76	0.00	3.17	2.38
NEW JERSEY	7.76	30.75	16.15	11.49	0.93	0.93	0.00	31.99
NEW MEXICO	46.15	23.08	15.38	0.00	0.00	0.00	0.00	15.38
NEW YORK	8.83	28.67	20.47	27.34	9.14	0.94	0.00	4.61
NORTH CAROLINA	42.99	21.61	24.10	5.20	0.23	0.00	0.11	5.77
NORTH DAKOTA	42.86	25.00	14.29	3.57	0.00	0.00	7.14	7.14
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	50.79	20.63	7.94	3.17	6.35	0.00	1.59	9.52
OREGON	40.81	24.82	16.47	0.00	1.67	0.00	0.24	15.99
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	18.62	22.76	15.17	8.62	3.45	0.69	0.34	30.34
RHODE ISLAND	11.35	3.55	4.96	1.42	2.84	0.00	1.42	74.47
SOUTH CAROLINA	30.88	5.88	42.65	19.12	0.00	1.47	0.00	0.00
SOUTH DAKOTA	14.29	30.95	4.76	0.00	0.00	0.00	7.14	42.86
TENNESSEE	18.47	16.42	16.14	1.31	0.37	0.65	0.47	46.18
TEXAS	2.38	21.79	7.73	1.53	0.19	0.11	0.17	66.09
UTAH	19.79	59.38	14.58	2.08	0.00	0.00	0.00	4.17
VERMONT	65.52	8.62	8.62	0.00	5.17	0.00	8.62	3.45
VIRGINIA	26.70	13.64	38.07	7.95	3.41	0.00	6.82	3.41
WASHINGTON	26.76	45.84	23.12	1.90	0.63	0.16	0.00	1.58
WEST VIRGINIA	5.88	11.76	76.47	5.88	0.00	0.00	0.00	0.00
WISCONSIN	63.00	2.00	18.00	1.00	0.00	0.00	0.00	16.00
WYOMING	18.64	38.98	38.14	1.69	0.00	0.85	0.00	1.69
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	66.67	0.00	0.00	0.00	0.00	33.33
BUR. OF INDIAN AFFAIRS	71.43	28.57	0.00	0.00	0.00	.	.	0.00
U.S. AND INSULAR AREAS	25.65	19.11	14.89	4.81	1.58	0.36	0.49	33.11
50 STATES, D.C. & P.R.	25.62	19.11	14.89	4.82	1.58	0.36	0.49	33.14

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NUMBER OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

SPECIFIC LEARNING DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	16,546	1,057	0	0	.	1	13
ALASKA	1,142	1,484	529	0	0	14	0	1
ARIZONA	215	4,039	1,164	4	6	0	0	11
ARKANSAS	4,791	7,845	824	1	10	0	18	11
CALIFORNIA	3,156	80,779	31,007	3,776	542	0	.	.
COLORADO	1,912	8,893	764	11	0	0	10	5
CONNECTICUT	8,176	4,311	2,377	133	147	3	40	26
DELAWARE	621	1,805	452	147	3	0	6	7
DISTRICT OF COLUMBIA	70	1,059	390	72	79	0	2	0
FLORIDA	5,763	20,245	13,783	339	34	2	1	28
GEORGIA	156	9,874	3,248	6	5	0	6	6
HAWAII	1,212	1,918	617	0	0	2	0	0
IDAHO	2,612	1,750	13	0	0	0	0	0
ILLINOIS	1,684	34,423	15,907	190	100	13	15	13
INDIANA	737	15,915	4,394	2	0	1	0	7
IOWA	75	11,867	264	1	0	21	1	4
KANSAS	1,901	4,749	552	9	0	15	0	6
KENTUCKY	859	10,291	1,305	26	1	0	0	25
LOUISIANA	3,531	6,643	5,522	68	9	16	7	85
MAINE	2,603	2,662	306	22	3	0	6	4
MARYLAND	7,535	6,638	8,487	74	49	2	8	31
MASSACHUSETTS	11,590	4,008	3,322	653	834	86	153	159
MICHIGAN	12,905	15,303	8,050	188	.	10	36	20
MINNESOTA	2,921	13,072	1,439	41	0	60	0	6
MISSISSIPPI	2,493	9,563	3,606	0	1	0	2	6
MISSOURI	8,460	16,146	3,044	390	0	70	2	22
MONTANA	1,571	1,709	462	14	1	0	10	12
NEBRASKA	3,724	2,186	290	9	0	29	1	33
NEVADA	535	3,549	305	1	1	0	0	6
NEW HAMPSHIRE	3,176	1,360	828	5	63	11	41	0
NEW JERSEY	5,304	17,688	19,086	493	659	15	3	87
NEW MEXICO	3,943	3,080	370	0	15	0	0	1
NEW YORK	641	44,917	37,924	1,333	224	0	0	205
NORTH CAROLINA	8,337	11,487	2,437	13	1	3	3	25
NORTH DAKOTA	2,466	357	48	0	0	1	4	1
OHIO	13,070	21,579	4,540	72	786	3	0	22
OKLAHOMA	6,288	7,398	982	9	3	29	12	30
OREGON	6,619	5,152	544	12	63	11	8	19
PENNSYLVANIA	9,136	23,951	10,809	236	4	21	0	9
PUERTO RICO	240	4,255	775	109	62	7	1	11
RHODE ISLAND	3,161	1,383	1,431	53	28	0	25	12
SOUTH CAROLINA	937	10,081	2,554	16	3	5	1	20
SOUTH DAKOTA	292	2,654	24	0	0	7	2	1
TENNESSEE	7,730	13,531	3,512	231	59	12	2	10
TEXAS	3,404	67,827	3,732	407	5	63	2	230
UTAH	2,432	4,060	656	94	0	0	0	9
VERMONT	2,084	252	35	5	28	0	23	6
VIRGINIA	9,517	10,935	5,464	54	80	4	37	31
WASHINGTON	5,387	8,767	1,528	121	9	64	0	148
WEST VIRGINIA	3,541	6,173	1,369	4	0	0	0	1
WISCONSIN	4,079	8,378	1,214	8	2	0	0	4
WYOMING	280	1,258	166	1	0	3	3	5
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	186	185	176	0	0	0	0	0
NORTHERN MARIANAS	13	25	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	116	145	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	239	1,260	153	4	0	.	.	0
U.S. AND INSULAR AREAS	195,452	597,381	213,982	9,457	3,919	603	492	1,434
50 STATES, D.C. & P.R.	195,014	595,795	213,508	9,453	3,919	603	492	1,434

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TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

SPECIFIC LEARNING DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	93.92	6.00	0.00	0.00	.	0.01	0.07
ALASKA	36.03	46.81	16.69	0.00	0.00	0.44	0.00	0.03
ARIZONA	3.95	74.26	21.40	0.07	0.11	0.00	0.00	0.20
ARKANSAS	35.49	58.11	6.10	0.01	0.07	0.00	0.13	0.08
CALIFORNIA	2.65	67.73	26.00	3.17	0.45	0.00	.	.
COLORADO	16.49	76.70	6.59	0.09	0.00	0.00	0.09	0.04
CONNECTICUT	53.74	28.34	15.62	0.87	0.97	0.02	0.26	0.17
DELAWARE	20.42	59.36	14.86	4.83	0.10	0.00	0.20	0.23
DISTRICT OF COLUMBIA	4.19	63.34	23.33	4.31	4.72	0.00	0.12	0.00
FLORIDA	14.34	50.37	34.29	0.84	0.08	0.00	0.00	0.07
GEORGIA	1.17	74.24	24.42	0.05	0.04	0.00	0.05	0.05
HAWAII	32.33	51.16	16.46	0.00	0.00	0.05	0.00	0.00
IDAHO	59.70	40.00	0.30	0.00	0.00	0.00	0.00	0.00
ILLINOIS	3.22	65.76	30.39	0.36	0.19	0.02	0.03	0.02
INDIANA	3.50	75.58	20.87	0.01	0.00	0.00	0.00	0.03
IOWA	0.61	97.01	2.16	0.01	0.00	0.17	0.01	0.03
KANSAS	26.29	65.67	7.63	0.12	0.00	0.21	0.00	0.08
KENTUCKY	6.87	82.28	10.43	0.21	0.01	0.00	0.00	0.20
LOUISIANA	22.23	41.83	34.77	0.43	0.06	0.10	0.04	0.54
MAINE	46.43	47.48	5.46	0.39	0.05	0.00	0.11	0.07
MARYLAND	33.01	29.08	37.18	0.32	0.21	0.01	0.04	0.14
MASSACHUSETTS	55.71	19.26	15.97	3.14	4.01	0.41	0.74	0.76
MICHIGAN	35.34	41.91	22.05	0.51	.	0.03	0.10	0.05
MINNESOTA	16.65	74.53	8.20	0.23	0.00	0.34	0.00	0.03
MISSISSIPPI	15.91	61.02	23.01	0.00	0.01	0.00	0.01	0.04
MISSOURI	30.07	57.39	10.82	1.39	0.00	0.25	0.01	0.08
MONTANA	41.57	45.22	12.23	0.37	0.03	0.00	0.26	0.32
NEBRASKA	59.38	34.85	4.62	0.14	0.00	0.46	0.02	0.53
NEVADA	12.17	80.71	6.94	0.02	0.02	0.00	0.00	0.14
NEW HAMPSHIRE	57.91	24.80	15.10	0.09	1.15	0.20	0.75	0.00
NEW JERSEY	12.24	40.82	44.04	1.14	1.52	0.03	0.01	0.20
NEW MEXICO	53.22	41.57	4.99	0.00	0.20	0.00	0.00	0.01
NEW YORK	0.75	52.69	44.49	1.56	0.26	0.00	0.00	0.24
NORTH CAROLINA	37.38	51.50	10.93	0.06	0.00	0.01	0.01	0.11
NORTH DAKOTA	85.71	12.41	1.67	0.00	0.00	0.03	0.14	0.03
OHIO	32.62	53.85	11.33	0.18	1.96	0.01	0.00	0.05
OKLAHOMA	42.63	50.15	6.66	0.06	0.02	0.20	0.08	0.20
OREGON	53.26	41.45	4.38	0.10	0.51	0.09	0.06	0.15
PENNSYLVANIA	20.69	54.23	24.47	0.53	0.01	0.05	0.00	0.02
PUERTO RICO	4.40	77.93	14.19	2.00	1.14	0.13	0.02	0.20
RHODE ISLAND	51.88	22.70	23.49	0.87	0.46	0.00	0.41	0.20
SOUTH CAROLINA	6.88	74.03	18.76	0.12	0.02	0.04	0.01	0.15
SOUTH DAKOTA	9.80	89.06	0.81	0.00	0.00	0.23	0.07	0.03
TENNESSEE	30.81	53.94	14.00	0.92	0.24	0.05	0.01	0.04
TEXAS	4.50	89.64	4.93	0.54	0.01	0.08	0.00	0.30
UTAH	33.54	55.99	9.05	1.30	0.00	0.00	0.00	0.12
VERMONT	85.66	10.36	1.44	0.21	1.15	0.00	0.95	0.25
VIRGINIA	36.43	41.86	20.92	0.21	0.31	0.02	0.14	0.12
WASHINGTON	33.62	54.71	9.54	0.76	0.06	0.40	0.00	0.92
WEST VIRGINIA	31.94	55.67	12.35	0.04	0.00	0.00	0.00	0.01
WISCONSIN	29.81	61.22	8.87	0.06	0.01	0.00	0.00	0.03
WYOMING	16.32	73.31	9.67	0.06	0.00	0.17	0.17	0.29
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	34.00	33.82	32.18	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	34.21	65.79	0.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	44.44	55.56	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	14.43	76.09	9.24	0.24	0.00	.	.	0.00
U.S. AND INSULAR AREAS	19.11	58.41	20.92	0.92	0.38	0.06	0.05	0.14
50 STATES, D.C. & P.R.	19.11	58.40	20.93	0.93	0.38	0.06	0.05	0.14

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TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

DEAF-BLINDNESS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	0	3	1	0	.	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0	0	0
CALIFORNIA	1	1	26	3	3	0	.	.
COLORADO	1	1	13	6	0	9	0	2
CONNECTICUT	8	0	0	1	1	0	1	0
DELAWARE	1	0	0	4	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	4	0	0	0	0
FLORIDA	0	0	2	6	0	2	0	0
GEORGIA	0	0	0	2	0	5	0	0
HAWAII	0	0	2	2	0	0	0	1
IDAHO	0	0	0	0	0	0	0	0
ILLINOIS	0	0	5	2	0	11	0	0
INDIANA	0	0	14	0	0	0	2	0
IOWA	0	0	0	4	0	9	0	0
KANSAS	2	1	13	0	0	14	0	0
KENTUCKY	0	0	2	5	0	0	0	1
LOUISIANA	1	1	1	3	0	2	0	0
MAINE	0	0	1	0	0	0	0	1
MARYLAND	0	0	0	1	0	13	0	0
MASSACHUSETTS	33	11	9	2	2	0	0	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0	1	2	1	0	0	0	0
MISSISSIPPI	0	0	1	0	0	0	0	0
MISSOURI	0	2	6	2	0	4	0	0
MONTANA	0	0	0	0	0	1	0	0
NEBRASKA	2	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	2	0	0	0	0
NEW JERSEY	1	1	1	9	6	5	0	0
NEW MEXICO	0	0	2	0	0	8	0	0
NEW YORK	4	3	1	1	0	0	0	1
NORTH CAROLINA	0	0	1	0	0	4	1	0
NORTH DAKOTA	0	0	0	0	0	5	0	0
OHIO	0	0	0	0	0	0	0	0
OKLAHOMA	1	1	4	1	0	3	0	2
OREGON	2	1	3	1	0	0	0	0
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	0	2	4	0	0	0	7	1
RHODE ISLAND	0	0	0	0	2	0	1	0
SOUTH CAROLINA	0	0	0	0	0	2	0	0
SOUTH DAKOTA	0	0	1	0	0	10	1	0
TENNESSEE	1	1	2	1	0	1	0	0
TEXAS	1	2	5	16	0	16	3	1
UTAH	0	0	2	8	0	4	0	0
VERMONT	3	0	2	0	0	0	1	0
VIRGINIA	0	0	0	0	0	3	0	0
WASHINGTON	10	1	7	39	0	0	0	0
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	1	0	1	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	1	1	1	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	.	.	0
U.S. AND INSULAR AREAS	73	31	137	128	14	131	17	10
50 STATES, D.C. & P.R.	73	30	136	127	14	131	17	10

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TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

DEAF-BLINDNESS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	0.00	75.00	25.00	0.00	.	0.00	0.00
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	.	.	.	.	.	.	.	.
CALIFORNIA	2.94	2.94	76.47	8.82	8.82	0.00	.	.
COLORADO	3.13	3.13	40.63	18.75	0.00	28.13	0.00	6.25
CONNECTICUT	72.73	0.00	0.00	9.09	9.09	0.00	9.09	0.00
DELAWARE	20.00	0.00	0.00	80.00	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	20.00	60.00	0.00	20.00	0.00	0.00
GEORGIA	0.00	0.00	0.00	28.57	0.00	71.43	0.00	0.00
HAWAII	0.00	0.00	40.00	40.00	0.00	0.00	0.00	20.00
IDAHO	.	.	.	.	.	.	.	.
ILLINOIS	0.00	0.00	27.78	11.11	0.00	61.11	0.00	0.00
INDIANA	0.00	0.00	87.50	0.00	0.00	0.00	12.50	0.00
IOWA	0.00	0.00	0.00	30.77	0.00	69.23	0.00	0.00
KANSAS	6.67	3.33	43.33	0.00	0.00	46.67	0.00	0.00
KENTUCKY	0.00	0.00	25.00	62.50	0.00	0.00	0.00	12.50
LOUISIANA	12.50	12.50	12.50	37.50	0.00	25.00	0.00	0.00
MAINE	0.00	0.00	50.00	0.00	0.00	0.00	0.00	50.00
MARYLAND	0.00	0.00	0.00	7.14	0.00	92.86	0.00	0.00
MASSACHUSETTS	57.89	19.30	15.79	3.51	3.51	0.00	0.00	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0.00	25.00	50.00	25.00	0.00	0.00	0.00	0.00
MISSISSIPPI	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
MISSOURI	0.00	14.29	42.86	14.29	0.00	28.57	0.00	0.00
MONTANA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NEBRASKA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
NEW JERSEY	4.35	4.35	4.35	39.13	26.09	21.74	0.00	0.00
NEW MEXICO	0.00	0.00	20.00	0.00	0.00	80.00	0.00	0.00
NEW YORK	40.00	30.00	10.00	10.00	0.00	0.00	0.00	10.00
NORTH CAROLINA	0.00	0.00	16.67	0.00	0.00	66.67	16.67	0.00
NORTH DAKOTA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	8.33	8.33	33.33	8.33	0.00	25.00	0.00	16.67
OREGON	28.57	14.29	42.86	14.29	0.00	0.00	0.00	0.00
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	0.00	14.29	28.57	0.00	0.00	0.00	50.00	7.14
RHODE ISLAND	0.00	0.00	0.00	0.00	66.67	0.00	33.33	0.00
SOUTH CAROLINA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	8.33	0.00	0.00	83.33	8.33	0.00
TENNESSEE	16.67	16.67	33.33	16.67	0.00	16.67	0.00	0.00
TEXAS	2.27	4.55	11.36	36.36	0.00	36.36	6.82	2.27
UTAH	0.00	0.00	14.29	57.14	0.00	28.57	0.00	0.00
VERMONT	50.00	0.00	33.33	0.00	0.00	0.00	16.67	0.00
VIRGINIA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
WASHINGTON	17.54	1.75	12.28	68.42	0.00	0.00	0.00	0.00
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	0.00	33.33	33.33	33.33	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	13.49	5.73	25.32	23.66	2.59	24.21	3.14	1.85
50 STATES, D.C. & P.R.	13.57	5.58	25.28	23.61	2.60	24.35	3.16	1.86

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TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

MULTIPLE DISABILITIES

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	18	237	86	1	.	0	14
ALASKA	82	18	62	0	0	0	0	0
ARIZONA	2	13	138	49	56	3	1	0
ARKANSAS	6	26	115	14	35	8	11	6
CALIFORNIA	58	35	1,435	175	167	0	.	.
COLORADO	63	339	563	95	0	39	5	12
CONNECTICUT	11	26	133	68	41	0	23	3
DELAWARE	4	4	4	0	2	5	0	0
DISTRICT OF COLUMBIA	0	0	1	15	28	1	5	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	2	0	71	4	1	2	0	5
IDAHO	0	0	0	0	0	8	0	0
ILLINOIS	0	0	0	0	0	19	0	0
INDIANA	0	0	137	68	0	19	13	3
IOWA	1	0	108	86	0	3	8	1
KANSAS	3	1	130	23	0	68	4	1
KENTUCKY	3	24	180	91	3	0	0	12
LOUISIANA	6	3	117	63	2	25	7	7
MAINE	37	126	186	6	10	11	12	5
MARYLAND	37	67	293	597	65	13	29	12
MASSACHUSETTS	722	250	207	41	52	5	9	10
MICHIGAN	0	1	95	455	.	4	0	13
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	1	12	55	13	0	1	3	10
MISSOURI	24	16	42	46	64	2	0	4
MONTANA	11	4	97	2	0	4	4	2
NEBRASKA	8	12	88	19	3	3	1	3
NEVADA	1	6	7	52	0	0	1	0
NEW HAMPSHIRE	14	1	9	14	32	2	9	0
NEW JERSEY	150	203	371	926	678	36	24	33
NEW MEXICO	8	17	156	5	0	18	0	7
NEW YORK	29	197	934	1,161	915	21	161	83
NORTH CAROLINA	16	50	208	82	6	97	37	5
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	4	33	1,295	169	4	0	0	21
OKLAHOMA	13	13	213	70	0	91	9	14
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	27	15	125	23	20	25	17	383
RHODE ISLAND	0	1	6	0	11	0	1	0
SOUTH CAROLINA	1	2	37	12	0	55	0	1
SOUTH DAKOTA	4	45	37	4	0	28	18	3
TENNESSEE	26	61	415	50	18	9	5	18
TEXAS	35	216	512	387	38	2	2	118
UTAH	6	9	104	277	0	15	0	13
VERMONT	9	3	40	0	0	0	2	3
VIRGINIA	17	18	196	21	15	36	16	8
WASHINGTON	17	48	488	0	5	3	0	4
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	507	2,523	2,630	246	1	208	3	12
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	1	0	0	0	0
GUAM	4	2	11	19	0	0	0	0
NORTHERN MARIANAS	0	0	7	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	2	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	40	16	0	8	.	.	1
U.S. AND INSULAR AREAS	1,969	4,498	12,313	5,535	2,281	889	440	850
50 STATES, D.C. & P.R.	1,965	4,456	12,277	5,515	2,273	889	440	849

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TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

MULTIPLE DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	5.06	66.57	24.16	0.28	.	0.00	3.93
ALASKA	50.62	11.11	38.27	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.76	4.96	52.67	18.70	21.37	1.15	0.38	0.00
ARKANSAS	2.71	11.76	52.04	6.33	15.84	3.62	4.98	2.71
CALIFORNIA	3.10	1.87	76.74	9.36	8.93	0.00	.	.
COLORADO	5.65	30.38	50.45	8.51	0.00	3.49	0.45	1.08
CONNECTICUT	3.61	8.52	43.61	22.30	13.44	0.00	7.54	0.98
DELAWARE	21.05	21.05	21.05	0.00	10.53	26.32	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	2.00	30.00	56.00	2.00	10.00	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	2.35	0.00	83.53	4.71	1.18	2.35	0.00	5.88
IDAHO	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
ILLINOIS	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
INDIANA	0.00	0.00	57.08	28.33	0.00	7.92	5.42	1.25
IOWA	0.48	0.00	52.17	41.55	0.00	1.45	3.86	0.48
KANSAS	1.30	0.43	56.52	10.00	0.00	29.57	1.74	0.43
KENTUCKY	0.96	7.67	57.51	29.07	0.96	0.00	0.00	3.83
LOUISIANA	2.61	1.30	50.87	27.39	0.87	10.87	3.04	3.04
MAINE	9.41	32.06	47.33	1.53	2.54	2.80	3.05	1.27
MARYLAND	3.32	6.02	26.33	53.64	5.84	1.17	2.61	1.08
MASSACHUSETTS	55.71	19.29	15.97	3.16	4.01	0.39	0.69	0.77
MICHIGAN	0.00	0.18	16.73	80.11	.	0.70	0.00	2.29
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	1.05	12.63	57.89	13.68	0.00	1.05	3.16	10.53
MISSOURI	12.12	8.08	21.21	23.23	32.32	1.01	0.00	2.02
MONTANA	8.87	3.23	78.23	1.61	0.00	3.23	3.23	1.61
NEBRASKA	5.84	8.76	64.23	13.87	2.19	2.19	0.73	2.19
NEVADA	1.49	8.96	10.45	77.61	0.00	0.00	1.49	0.00
NEW HAMPSHIRE	17.28	1.23	11.11	17.28	39.51	2.47	11.11	0.00
NEW JERSEY	6.20	8.38	15.32	38.25	28.00	1.49	0.99	1.36
NEW MEXICO	3.79	8.06	73.93	2.37	0.00	8.53	0.00	3.32
NEW YORK	0.83	5.63	26.68	33.16	26.14	0.60	4.60	2.37
NORTH CAROLINA	3.19	9.98	41.52	16.37	1.20	19.36	7.39	1.00
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	0.26	2.16	84.86	11.07	0.26	0.00	0.00	1.38
OKLAHOMA	3.07	3.07	50.35	16.55	0.00	21.51	2.13	3.31
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	4.25	2.36	19.69	3.62	3.15	3.94	2.68	60.31
RHODE ISLAND	0.00	5.26	31.58	0.00	57.89	0.00	5.26	0.00
SOUTH CAROLINA	0.93	1.85	34.26	11.11	0.00	50.93	0.00	0.93
SOUTH DAKOTA	2.88	32.37	26.62	2.88	0.00	20.14	12.95	2.16
TENNESSEE	4.32	10.13	68.94	8.31	2.99	1.50	0.83	2.99
TEXAS	2.67	16.49	39.08	29.54	2.90	0.15	0.15	9.01
UTAH	1.42	2.12	24.53	65.33	0.00	3.54	0.00	3.07
VERMONT	15.79	5.26	70.18	0.00	0.00	0.00	3.51	5.26
VIRGINIA	5.20	5.50	59.94	6.42	4.59	11.01	4.89	2.45
WASHINGTON	3.01	8.50	86.37	0.00	0.88	0.53	0.00	0.71
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	8.27	41.16	42.90	4.01	0.02	3.39	0.05	0.20
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
GUAM	11.11	5.56	30.56	52.78	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	61.54	24.62	0.00	12.31	.	.	1.54
U.S. AND INSULAR AREAS	6.84	15.63	42.79	19.24	7.93	3.09	1.53	2.95
50 STATES, D.C. & P.R.	6.86	15.55	42.83	19.24	7.93	3.10	1.54	2.96

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TABLE AB5

NUMBER OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

HEARING IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	199	119	3	0	.	0	1
ALASKA	31	18	28	2	0	0	0	0
ARIZONA	33	85	6	0	0	47	0	1
ARKANSAS	35	56	30	23	0	59	0	0
CALIFORNIA	619	181	1,461	178	32	0	.	.
COLORADO	111	105	64	1	0	40	0	1
CONNECTICUT	86	52	27	18	48	0	33	0
DELAWARE	24	44	15	13	0	0	0	0
DISTRICT OF COLUMBIA	3	7	5	0	0	0	1	0
FLORIDA	169	63	468	14	0	199	0	1
GEORGIA	6	210	159	28	1	88	1	0
HAWAII	35	27	31	10	0	2	0	1
IDAHO	38	37	9	0	0	52	0	0
ILLINOIS	157	220	649	26	7	158	4	1
INDIANA	36	132	125	1	0	190	0	0
IOWA	93	110	72	0	0	42	0	0
KANSAS	58	64	131	12	0	122	8	1
KENTUCKY	79	89	69	15	0	149	5	0
LOUISIANA	89	126	150	24	4	133	0	1
MAINE	60	31	8	3	0	22	0	0
MARYLAND	187	55	105	11	1	145	3	0
MASSACHUSETTS	460	159	131	26	33	3	6	7
MICHIGAN	363	257	338	15	.	88	0	9
MINNESOTA	152	201	96	3	0	13	0	0
MISSISSIPPI	19	59	55	3	0	0	0	0
MISSOURI	192	124	72	128	4	16	2	4
MONTANA	40	11	10	0	0	41	0	0
NEBRASKA	112	32	23	13	0	30	0	0
NEVADA	6	2	49	0	0	0	0	0
NEW HAMPSHIRE	19	6	4	55	0	0	8	0
NEW JERSEY	37	127	136	224	71	0	1	1
NEW MEXICO	64	34	42	0	1	37	0	0
NEW YORK	249	277	299	177	452	55	56	11
NORTH CAROLINA	338	146	61	11	0	249	0	1
NORTH DAKOTA	25	15	9	1	0	18	0	0
OHIO	208	65	445	43	8	69	0	1
OKLAHOMA	75	50	69	8	2	42	7	0
OREGON	280	49	41	0	3	69	0	0
PENNSYLVANIA	697	155	166	9	0	0	2	0
PUERTO RICO	47	128	159	21	62	0	11	1
RHODE ISLAND	11	14	7	46	0	0	1	0
SOUTH CAROLINA	117	118	101	0	0	60	0	0
SOUTH DAKOTA	52	27	0	0	0	24	0	0
TENNESSEE	187	125	131	19	0	116	2	0
TEXAS	62	854	328	105	16	0	5	8
UTAH	84	40	84	6	0	0	0	0
VERMONT	47	4	2	0	1	0	31	0
VIRGINIA	154	119	106	4	2	100	0	0
WASHINGTON	160	196	92	2	5	9	0	3
WEST VIRGINIA	41	23	25	0	1	2	0	0
WISCONSIN	59	13	21	6	0	1	0	0
WYOMING	30	15	4	0	0	3	3	1
AMERICAN SAMOA	0	0	6	0	0	0	0	0
GUAM	3	4	2	0	0	0	0	0
NORTHERN MARIANAS	1	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	7	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	4	3	0	0	.	.	2
U.S. AND INSULAR AREAS	6,342	5,364	6,047	1,307	754	2,493	190	57
50 STATES, D.C. & P.R.	6,336	5,356	6,029	1,307	754	2,493	190	55

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TABLE AB5

PERCENTAGE OF CHILDREN AGE 12-17 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

HEARING IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	61.80	36.96	0.93	0.00	.	0.00	0.31
ALASKA	43.66	25.35	28.17	2.82	0.00	0.00	0.00	0.00
ARIZONA	19.19	49.42	3.49	0.00	0.00	27.33	0.00	0.58
ARKANSAS	17.24	27.59	14.78	11.33	0.00	29.06	0.00	0.00
CALIFORNIA	25.05	7.32	59.13	7.20	1.30	0.00	.	.
COLORADO	34.47	32.61	19.88	0.31	0.00	12.42	0.00	0.31
CONNECTICUT	32.58	19.70	10.23	6.82	18.18	0.00	12.50	0.00
DELAWARE	25.00	45.83	15.63	13.54	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	18.75	43.75	31.25	0.00	0.00	0.00	6.25	0.00
FLORIDA	18.49	6.89	51.20	1.53	0.00	21.77	0.00	0.11
GEORGIA	1.22	42.60	32.25	5.68	0.20	17.85	0.20	0.00
HAWAII	33.02	25.47	29.25	9.43	0.00	1.89	0.00	0.94
IDAHO	27.94	27.21	6.62	0.00	0.00	38.24	0.00	0.00
ILLINOIS	12.85	18.00	53.11	2.13	0.57	12.93	0.33	0.08
INDIANA	7.44	27.27	25.83	0.21	0.00	39.26	0.00	0.00
IOWA	29.34	34.70	22.71	0.00	0.00	13.25	0.00	0.00
KANSAS	14.65	16.16	33.08	3.03	0.00	30.81	2.02	0.25
KENTUCKY	19.46	21.92	17.00	3.69	0.00	36.70	1.23	0.00
LOUISIANA	16.89	23.91	28.46	4.55	0.76	25.24	0.00	0.19
MAINE	48.39	25.00	6.45	2.42	0.00	17.74	0.00	0.00
MARYLAND	36.88	10.85	20.71	2.17	0.20	28.60	0.59	0.00
MASSACHUSETTS	55.76	19.27	15.88	3.15	4.00	0.36	0.73	0.85
MICHIGAN	33.93	24.02	31.59	1.40	.	8.22	0.00	0.84
MINNESOTA	32.69	43.23	20.65	0.65	0.00	2.80	0.00	0.00
MISSISSIPPI	13.97	43.38	40.44	2.21	0.00	0.00	0.00	0.00
MISSOURI	35.42	22.88	13.28	23.62	0.74	2.95	0.37	0.74
MONTANA	39.22	10.78	9.80	0.00	0.00	40.20	0.00	0.00
NEBRASKA	53.33	15.24	10.95	6.19	0.00	14.29	0.00	0.00
NEVADA	10.53	3.51	85.96	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	20.65	6.52	4.35	59.78	0.00	0.00	8.70	0.00
NEW JERSEY	6.20	21.27	22.78	37.52	11.89	0.00	0.17	0.17
NEW MEXICO	35.96	19.10	23.60	0.00	0.56	20.79	0.00	0.00
NEW YORK	15.80	17.58	18.97	11.23	28.68	3.49	3.55	0.70
NORTH CAROLINA	41.94	18.11	7.57	1.36	0.00	30.89	0.00	0.12
NORTH DAKOTA	36.76	22.06	13.24	1.47	0.00	26.47	0.00	0.00
OHIO	24.79	7.75	53.04	5.13	0.95	8.22	0.00	0.12
OKLAHOMA	29.64	19.76	27.27	3.16	0.79	16.60	2.77	0.00
OREGON	63.35	11.09	9.28	0.00	0.68	15.61	0.00	0.00
PENNSYLVANIA	67.74	15.06	16.13	0.87	0.00	0.00	0.19	0.00
PUERTO RICO	10.96	29.84	37.06	4.90	14.45	0.00	2.56	0.23
RHODE ISLAND	13.92	17.72	8.86	58.23	0.00	0.00	1.27	0.00
SOUTH CAROLINA	29.55	29.80	25.51	0.00	0.00	15.15	0.00	0.00
SOUTH DAKOTA	50.49	26.21	0.00	0.00	0.00	23.30	0.00	0.00
TENNESSEE	32.24	21.55	22.59	3.28	0.00	20.00	0.34	0.00
TEXAS	4.50	61.97	23.80	7.62	1.16	0.00	0.36	0.58
UTAH	39.25	18.69	39.25	2.80	0.00	0.00	0.00	0.00
VERMONT	55.29	4.71	2.35	0.00	1.18	0.00	36.47	0.00
VIRGINIA	31.75	24.54	21.86	0.82	0.41	20.62	0.00	0.00
WASHINGTON	34.26	41.97	19.70	0.43	1.07	1.93	0.00	0.64
WEST VIRGINIA	44.57	25.00	27.17	0.00	1.09	2.17	0.00	0.00
WISCONSIN	59.00	13.00	21.00	6.00	0.00	1.00	0.00	0.00
WYOMING	53.57	26.79	7.14	0.00	0.00	5.36	5.36	1.79
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	33.33	44.44	22.22	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	18.18	36.36	27.27	0.00	0.00	.	.	18.18
U.S. AND INSULAR AREAS	27.16	22.97	29.32	5.60	3.23	10.67	0.81	0.24
50 STATES, D.C. & P.R.	27.17	22.97	29.28	5.60	3.23	10.69	0.81	0.24

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TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

ALL DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	5,852	4,047	370	23	.	30	97
ALASKA	253	174	193	1	0	0	0	0
ARIZONA	0	0	0	0	0	0	2	0
ARKANSAS	567	1,139	327	9	76	142	11	4
CALIFORNIA	1,442	5,901	8,618	1,049	564	0	.	.
COLORADO	295	1,055	778	129	16	49	11	24
CONNECTICUT	1,211	789	657	420	154	25	111	68
DELAWARE	83	266	94	140	2	1	17	48
DISTRICT OF COLUMBIA	83	135	207	131	66	8	80	6
FLORIDA	669	2,146	3,209	1,531	46	167	30	159
GEORGIA	67	1,627	1,645	192	5	258	17	1
HAWAII	61	131	237	34	8	11	0	4
IDAHO	251	160	247	12	0	12	7	0
ILLINOIS	426	3,723	3,998	1,394	801	594	306	89
INDIANA	211	2,110	1,586	1,045	0	113	28	0
IOWA	48	2,043	570	210	0	99	18	55
KANSAS	449	438	494	143	0	121	15	7
KENTUCKY	197	2,009	710	160	0	68	2	23
LOUISIANA	787	969	1,651	734	32	295	12	26
MAINE	422	406	208	27	40	17	16	12
MARYLAND	892	942	1,232	841	171	136	107	15
MASSACHUSETTS	2,479	1,041	1,701	420	674	359	285	135
MICHIGAN	2,472	2,575	2,133	2,190	.	60	8	107
MINNESOTA	304	1,285	1,162	297	0	79	0	13
MISSISSIPPI	306	1,535	860	69	2	1	2	26
MISSOURI	1,262	2,116	2,408	904	488	46	20	16
MONTANA	221	247	219	4	1	16	8	2
NEBRASKA	494	380	369	75	10	50	14	9
NEVADA	40	321	158	135	0	1	1	3
NEW HAMPSHIRE	407	149	106	17	75	1	44	3
NEW JERSEY	881	2,015	1,955	1,885	1,008	207	51	78
NEW MEXICO	420	516	356	7	2	49	0	2
NEW YORK	264	5,523	8,071	3,853	2,049	525	311	232
NORTH CAROLINA	1,299	2,240	1,008	500	21	204	97	111
NORTH DAKOTA	301	116	167	11	2	16	19	4
OHIO	2,316	2,418	3,945	2,278	112	162	0	222
OKLAHOMA	794	935	483	80	1	145	3	9
OREGON	957	600	616	17	24	93	1	28
PENNSYLVANIA	1,780	3,887	2,893	769	10	60	7	29
PUERTO RICO	320	706	1,451	754	223	24	59	562
RHODE ISLAND	278	181	255	29	102	0	30	19
SOUTH CAROLINA	277	1,588	970	217	0	189	0	20
SOUTH DAKOTA	65	373	50	3	8	53	107	7
TENNESSEE	1,243	2,012	1,203	257	79	186	53	90
TEXAS	517	8,242	2,954	1,615	106	123	29	720
UTAH	168	244	295	235	0	53	0	15
VERMONT	267	38	199	3	4	3	22	6
VIRGINIA	1,402	1,918	1,431	262	55	341	85	51
WASHINGTON	698	917	1,000	138	1	18	1	19
WEST VIRGINIA	449	1,214	626	125	2	1	2	9
WISCONSIN	897	1,470	1,302	264	1	87	1	8
WYOMING	45	165	101	7	0	22	8	2
AMERICAN SAMOA	0	4	4	8	0	0	0	0
GUAM	35	65	47	15	0	0	0	0
NORTHERN MARIANAS	9	0	25	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	2	48	7	0	0	7	5
BUR. OF INDIAN AFFAIRS	50	202	36	1	11	.	.	4
U.S. AND INSULAR AREAS	32,132	79,255	71,315	26,023	7,075	5,290	2,095	3,204
50 STATES, D.C. & P.R.	32,037	78,982	71,155	25,992	7,064	5,290	2,088	3,195

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TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

ALL DISABILITIES

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	56.17	38.84	3.55	0.22	.	0.29	0.93
ALASKA	40.74	28.02	31.08	0.16	0.00	0.00	0.00	0.00
ARIZONA	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
ARKANSAS	24.92	50.07	14.37	0.40	3.34	6.24	0.48	0.18
CALIFORNIA	8.21	33.58	49.04	5.97	3.21	0.00	.	.
COLORADO	12.52	44.76	33.01	5.47	0.68	2.08	0.47	1.02
CONNECTICUT	35.25	22.97	19.13	12.23	4.48	0.73	3.23	1.98
DELAWARE	12.75	40.86	14.44	21.51	0.31	0.15	2.61	7.37
DISTRICT OF COLUMBIA	11.59	18.85	28.91	18.30	9.22	1.12	11.17	0.84
FLORIDA	8.41	26.97	40.33	19.24	0.58	2.10	0.38	2.00
GEORGIA	1.76	42.68	43.15	5.04	0.13	6.77	0.45	0.03
HAWAII	12.55	26.95	48.77	7.00	1.65	2.26	0.00	0.82
IDAHO	36.43	23.22	35.85	1.74	0.00	1.74	1.02	0.00
ILLINOIS	3.76	32.86	35.28	12.30	7.07	5.24	2.70	0.79
INDIANA	4.14	41.43	31.14	20.52	0.00	2.22	0.55	0.00
IOWA	1.58	67.14	18.73	6.90	0.00	3.25	0.59	1.81
KANSAS	26.93	26.27	29.63	8.58	0.00	7.26	0.90	0.42
KENTUCKY	6.22	63.40	22.40	5.05	0.00	2.15	0.06	0.73
LOUISIANA	17.47	21.50	36.64	16.29	0.71	6.55	0.27	0.58
MAINE	36.76	35.37	18.12	2.35	3.48	1.48	1.39	1.05
MARYLAND	20.57	21.73	28.41	19.40	3.94	3.14	2.47	0.35
MASSACHUSETTS	34.95	14.67	23.98	5.92	9.50	5.06	4.02	1.90
MICHIGAN	25.90	26.98	22.35	22.94	.	0.63	0.08	1.12
MINNESOTA	9.68	40.92	37.01	9.46	0.00	2.52	0.00	0.41
MISSISSIPPI	10.92	54.80	30.70	2.46	0.07	0.04	0.07	0.93
MISSOURI	17.38	29.15	33.17	12.45	6.72	0.63	0.28	0.22
MONTANA	30.78	34.40	30.50	0.56	0.14	2.23	1.11	0.28
NEBRASKA	35.26	27.12	26.34	5.35	0.71	3.57	1.00	0.64
NEVADA	6.07	48.71	23.98	20.49	0.00	0.15	0.15	0.46
NEW HAMPSHIRE	50.75	18.58	13.22	2.12	9.35	0.12	5.49	0.37
NEW JERSEY	10.90	24.94	24.20	23.33	12.48	2.56	0.63	0.97
NEW MEXICO	31.07	38.17	26.33	0.52	0.15	3.62	0.00	0.15
NEW YORK	1.27	26.52	38.75	18.50	9.84	2.52	1.49	1.11
NORTH CAROLINA	23.70	40.88	18.39	9.12	0.38	3.72	1.77	2.03
NORTH DAKOTA	47.33	18.24	26.26	1.73	0.31	2.52	2.99	0.63
OHIO	20.22	21.11	34.45	19.89	0.98	1.41	0.00	1.94
OKLAHOMA	32.41	38.16	19.71	3.27	0.04	5.92	0.12	0.37
OREGON	40.97	25.68	26.37	0.73	1.03	3.98	0.04	1.20
PENNSYLVANIA	18.87	41.20	30.66	8.15	0.11	0.64	0.07	0.31
PUERTO RICO	7.81	17.22	35.40	18.39	5.44	0.59	1.44	13.71
RHODE ISLAND	31.10	20.25	28.52	3.24	11.41	0.00	3.36	2.13
SOUTH CAROLINA	8.49	48.70	29.75	6.65	0.00	5.80	0.00	0.61
SOUTH DAKOTA	9.76	56.01	7.51	0.45	1.20	7.96	16.07	1.05
TENNESSEE	24.26	39.27	23.48	5.02	1.54	3.63	1.03	1.76
TEXAS	3.61	57.61	20.65	11.29	0.74	0.86	0.20	5.03
UTAH	16.63	24.16	29.21	23.27	0.00	5.25	0.00	1.49
VERMONT	49.26	7.01	36.72	0.55	0.74	0.55	4.06	1.11
VIRGINIA	25.28	34.59	25.81	4.72	0.99	6.15	1.53	0.92
WASHINGTON	25.00	32.84	35.82	4.94	0.04	0.64	0.04	0.68
WEST VIRGINIA	18.49	50.00	25.78	5.15	0.08	0.04	0.08	0.37
WISCONSIN	22.26	36.48	32.31	6.55	0.02	2.16	0.02	0.20
WYOMING	12.86	47.14	28.86	2.00	0.00	6.29	2.29	0.57
AMERICAN SAMOA	0.00	25.00	25.00	50.00	0.00	0.00	0.00	0.00
GUAM	21.60	40.12	29.01	9.26	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	26.47	0.00	73.53	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1.43	2.86	68.57	10.00	0.00	0.00	10.00	7.14
BUR. OF INDIAN AFFAIRS	16.45	66.45	11.84	0.33	3.62	.	.	1.32
U.S. AND INSULAR AREAS	14.19	35.01	31.50	11.49	3.13	2.34	0.93	1.42
50 STATES, D.C. & P.R.	14.19	34.98	31.51	11.51	3.13	2.34	0.92	1.41

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TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

MENTAL RETARDATION

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	1,526	3,536	285	16	.	1	5
ALASKA	49	5	47	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	92	427	241	4	65	114	0	1
CALIFORNIA	140	48	3,994	486	81	0	.	.
COLORADO	6	78	412	15	16	0	1	1
CONNECTICUT	13	130	264	223	31	10	13	6
DELAWARE	2	37	18	107	1	1	5	3
DISTRICT OF COLUMBIA	0	23	126	77	24	0	1	0
FLORIDA	6	88	1,379	1,294	38	21	7	10
GEORGIA	28	618	1,090	132	2	145	8	1
HAWAII	4	13	123	19	2	8	0	1
IDAHO	28	25	222	0	0	0	0	0
ILLINOIS	6	141	2,018	930	372	111	194	2
INDIANA	2	264	1,217	807	0	27	15	0
IOWA	1	670	365	158	0	53	9	0
KANSAS	33	71	350	65	0	32	8	1
KENTUCKY	80	781	538	113	0	0	0	8
LOUISIANA	57	144	835	615	27	140	10	12
MAINE	36	115	151	10	26	0	0	2
MARYLAND	27	110	369	437	80	6	25	0
MASSACHUSETTS	526	221	361	89	143	76	60	28
MICHIGAN	157	549	1,232	1,611	.	2	2	36
MINNESOTA	8	227	894	198	0	35	0	7
MISSISSIPPI	10	419	447	51	1	0	0	6
MISSOURI	118	336	1,102	572	462	14	8	6
MONTANA	3	35	113	2	1	2	6	0
NEBRASKA	52	139	250	50	6	21	9	0
NEVADA	1	14	80	89	0	0	0	0
NEW HAMPSHIRE	53	11	42	1	42	0	11	1
NEW JERSEY	17	17	454	709	225	35	10	3
NEW MEXICO	3	79	220	5	0	26	0	0
NEW YORK	18	204	1,756	2,041	279	150	82	25
NORTH CAROLINA	152	924	756	386	11	55	74	23
NORTH DAKOTA	22	45	154	11	2	7	9	2
OHIO	365	438	2,854	2,020	22	54	0	6
OKLAHOMA	109	344	327	60	1	32	0	1
OREGON	102	87	468	11	3	64	0	5
PENNSYLVANIA	98	891	2,017	597	4	44	0	13
PUERTO RICO	185	354	1,161	593	149	6	14	130
RHODE ISLAND	0	6	145	0	49	0	8	4
SOUTH CAROLINA	114	673	709	186	0	107	0	17
SOUTH DAKOTA	4	76	37	1	5	24	60	0
TENNESSEE	115	512	709	172	46	108	47	8
TEXAS	9	868	1,406	889	73	31	3	54
UTAH	33	41	169	83	0	23	0	3
VERMONT	47	6	170	0	1	0	0	1
VIRGINIA	91	606	974	206	15	158	17	15
WASHINGTON	46	126	528	76	0	4	0	3
WEST VIRGINIA	36	352	444	114	2	0	0	5
WISCONSIN	49	214	550	123	0	5	0	0
WYOMING	1	26	50	6	0	16	6	1
AMERICAN SAMOA	0	4	0	8	0	0	0	0
GUAM	3	15	18	7	0	0	0	0
NORTHERN MARIANAS	0	0	12	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	41	7	0	0	1	0
BUR. OF INDIAN AFFAIRS	1	18	4	0	1	.	.	3
U.S. AND INSULAR AREAS	3,158	14,191	37,949	16,751	2,324	1,767	724	461
50 STATES, D.C. & P.R.	3,154	14,154	37,874	16,729	2,323	1,767	723	458

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TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

MENTAL RETARDATION

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	28.42	65.86	5.31	0.30	.	0.02	0.09
ALASKA	48.51	4.95	46.53	0.00	0.00	0.00	0.00	0.00
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	9.75	45.23	25.53	0.42	6.89	12.08	0.00	0.11
CALIFORNIA	2.95	1.01	84.10	10.23	1.71	0.00	.	.
COLORADO	1.13	14.74	77.88	2.84	3.02	0.00	0.19	0.19
CONNECTICUT	1.88	18.84	38.26	32.32	4.49	1.45	1.88	0.87
DELAWARE	1.15	21.26	10.34	61.49	0.57	0.57	2.87	1.72
DISTRICT OF COLUMBIA	0.00	9.16	50.20	30.68	9.56	0.00	0.40	0.00
FLORIDA	0.21	3.10	48.51	45.52	1.34	0.74	0.25	0.35
GEORGIA	1.38	30.53	53.85	6.52	0.10	7.16	0.40	0.05
HAWAII	2.35	7.65	72.35	11.18	1.18	4.71	0.00	0.59
IDAHO	10.18	9.09	80.73	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.16	3.74	53.47	24.64	9.86	2.94	5.14	0.05
INDIANA	0.09	11.32	52.19	34.61	0.00	1.16	0.64	0.00
IOWA	0.08	53.34	29.06	12.58	0.00	4.22	0.72	0.00
KANSAS	5.89	12.68	62.50	11.61	0.00	5.71	1.43	0.18
KENTUCKY	5.26	51.38	35.39	7.43	0.00	0.00	0.00	0.53
LOUISIANA	3.10	7.83	45.38	33.42	1.47	7.61	0.54	0.65
MAINE	10.59	33.82	44.41	2.94	7.65	0.00	0.00	0.59
MARYLAND	2.56	10.44	35.01	41.46	7.59	0.57	2.37	0.00
MASSACHUSETTS	34.97	14.69	24.00	5.92	9.51	5.05	3.99	1.86
MICHIGAN	4.37	15.30	34.33	44.89	.	0.06	0.06	1.00
MINNESOTA	0.58	16.58	65.30	14.46	0.00	2.56	0.00	0.51
MISSISSIPPI	1.07	44.86	47.86	5.46	0.11	0.00	0.00	0.64
MISSOURI	4.51	12.83	42.09	21.85	17.65	0.53	0.31	0.23
MONTANA	1.85	21.60	69.75	1.23	0.62	1.23	3.70	0.00
NEBRASKA	9.87	26.38	47.44	9.49	1.14	3.98	1.71	0.00
NEVADA	0.54	7.61	43.48	48.37	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	32.92	6.83	26.09	0.62	26.09	0.00	6.83	0.62
NEW JERSEY	1.16	1.16	30.88	48.23	15.31	2.38	0.68	0.20
NEW MEXICO	0.90	23.72	66.07	1.50	0.00	7.81	0.00	0.00
NEW YORK	0.40	4.48	38.55	44.81	6.13	3.29	1.80	0.55
NORTH CAROLINA	6.38	38.81	31.75	16.21	0.46	2.31	3.11	0.97
NORTH DAKOTA	8.73	17.86	61.11	4.37	0.79	2.78	3.57	0.79
OHIO	6.34	7.61	49.56	35.08	0.38	0.94	0.00	0.10
OKLAHOMA	12.47	39.36	37.41	6.86	0.11	3.66	0.00	0.11
OREGON	13.78	11.76	63.24	1.49	0.41	8.65	0.00	0.68
PENNSYLVANIA	2.67	24.32	55.05	16.29	0.11	1.20	0.00	0.35
PUERTO RICO	7.14	13.66	44.79	22.88	5.75	0.23	0.54	5.02
RHODE ISLAND	0.00	2.83	68.40	0.00	23.11	0.00	3.77	1.89
SOUTH CAROLINA	6.31	37.26	39.26	10.30	0.00	5.92	0.00	0.94
SOUTH DAKOTA	1.93	36.71	17.87	0.48	2.42	11.59	28.99	0.00
TENNESSEE	6.70	29.82	41.29	10.02	2.68	6.29	2.74	0.47
TEXAS	0.27	26.04	42.18	26.67	2.19	0.93	0.09	1.62
UTAH	9.38	11.65	48.01	23.58	0.00	6.53	0.00	0.85
VERMONT	20.89	2.67	75.56	0.00	0.44	0.00	0.00	0.44
VIRGINIA	4.37	29.11	46.78	9.89	0.72	7.59	0.82	0.72
WASHINGTON	5.86	16.05	67.26	9.68	0.00	0.51	0.00	0.64
WEST VIRGINIA	3.78	36.94	46.59	11.96	0.21	0.00	0.00	0.52
WISCONSIN	5.21	22.74	58.45	13.07	0.00	0.53	0.00	0.00
WYOMING	0.94	24.53	47.17	5.66	0.00	15.09	5.66	0.94
AMERICAN SAMOA	0.00	33.33	0.00	66.67	0.00	0.00	0.00	0.00
GUAM	6.98	34.88	41.86	16.28	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	83.67	14.29	0.00	0.00	2.04	0.00
BUR. OF INDIAN AFFAIRS	3.70	66.67	14.81	0.00	3.70	.	.	11.11
U.S. AND INSULAR AREAS	4.08	18.35	49.08	21.66	3.01	2.29	0.94	0.60
50 STATES, D.C. & P.R.	4.09	18.34	49.07	21.67	3.01	2.29	0.94	0.59

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NUMBER OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

SPEECH OR LANGUAGE IMPAIRMENTS

	NUMBER							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	202	1	0	0	.	0	1
ALASKA	2	5	1	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	8	5	0	0	0	0	0	1
CALIFORNIA	375	49	107	13	2	0	.	.
COLORADO	16	16	3	0	0	0	0	1
CONNECTICUT	36	15	3	2	1	0	1	0
DELAWARE	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	4	0	1	0	0	0	0	0
FLORIDA	136	106	19	0	0	0	0	0
GEORGIA	0	15	0	0	0	0	0	0
HAWAII	1	0	0	0	0	0	0	0
IDAHO	5	0	0	0	0	0	0	0
ILLINOIS	161	6	21	2	2	2	1	0
INDIANA	111	0	0	1	0	1	0	0
IOWA	16	2	0	0	0	0	0	0
KANSAS	121	0	17	0	0	0	0	1
KENTUCKY	17	28	11	0	0	0	0	0
LOUISIANA	67	36	40	4	0	2	0	0
MAINE	21	5	0	1	0	0	0	0
MARYLAND	86	39	85	18	7	0	0	1
MASSACHUSETTS	570	239	391	97	155	83	66	31
MICHIGAN	66	23	7	1	.	0	0	0
MINNESOTA	5	25	3	0	0	0	0	0
MISSISSIPPI	23	11	14	0	0	0	0	0
MISSOURI	124	24	330	2	0	0	0	0
MONTANA	17	1	0	0	0	0	0	0
NEBRASKA	13	2	1	0	0	0	0	0
NEVADA	8	2	7	0	0	0	0	0
NEW HAMPSHIRE	11	5	8	0	0	0	0	0
NEW JERSEY	144	8	18	6	10	0	0	1
NEW MEXICO	64	84	20	0	1	0	0	0
NEW YORK	63	42	29	21	58	13	31	0
NORTH CAROLINA	44	5	4	1	0	0	0	15
NORTH DAKOTA	6	2	0	0	0	0	0	0
OHIO	66	0	0	0	33	0	0	0
OKLAHOMA	10	0	0	0	0	0	0	0
OREGON	27	23	15	0	2	0	0	0
PENNSYLVANIA	134	7	2	0	0	0	0	0
PUERTO RICO	5	5	4	8	1	0	0	2
RHODE ISLAND	7	1	0	0	1	0	0	0
SOUTH CAROLINA	31	8	0	0	0	0	0	0
SOUTH DAKOTA	2	4	1	0	0	0	0	0
TENNESSEE	46	46	21	4	0	0	0	0
TEXAS	9	93	5	2	0	1	0	0
UTAH	8	1	1	0	0	0	0	0
VERMONT	33	2	3	0	1	0	0	0
VIRGINIA	37	29	0	0	1	0	0	2
WASHINGTON	11	0	0	0	0	3	0	0
WEST VIRGINIA	26	0	0	0	0	0	0	0
WISCONSIN	28	5	0	0	0	0	0	0
WYOMING	2	6	6	1	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	6	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	2	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	15	20	0	0	0	.	.	0
U.S. AND INSULAR AREAS	2,839	1,252	1,207	184	275	105	99	56
50 STATES, D.C. & P.R.	2,823	1,232	1,199	184	275	105	99	56

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PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	99.02	0.49	0.00	0.00	.	0.00	0.49
ALASKA	25.00	62.50	12.50	0.00	0.00	0.00	0.00	0.00
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	57.14	35.71	0.00	0.00	0.00	0.00	0.00	7.14
CALIFORNIA	68.68	8.97	19.60	2.38	0.37	0.00	.	.
COLORADO	44.44	44.44	8.33	0.00	0.00	0.00	0.00	2.78
CONNECTICUT	62.07	25.86	5.17	3.45	1.72	0.00	1.72	0.00
DELAWARE	.	.	.	.	.	.	.	.
DISTRICT OF COLUMBIA	80.00	0.00	20.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	52.11	40.61	7.28	0.00	0.00	0.00	0.00	0.00
GEORGIA	0.00	100.00	0.00	0.00	0.00	0.00	0.00	0.00
HAWAII	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
IDAHO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	82.56	3.08	10.77	1.03	1.03	1.03	0.51	0.00
INDIANA	98.23	0.00	0.00	0.88	0.00	0.88	0.00	0.00
IOWA	88.89	11.11	0.00	0.00	0.00	0.00	0.00	0.00
KANSAS	87.05	0.00	12.23	0.00	0.00	0.00	0.00	0.72
KENTUCKY	30.36	50.00	19.64	0.00	0.00	0.00	0.00	0.00
LOUISIANA	44.97	24.16	26.85	2.68	0.00	1.34	0.00	0.00
MAINE	77.78	18.52	0.00	3.70	0.00	0.00	0.00	0.00
MARYLAND	36.44	16.53	36.02	7.63	2.97	0.00	0.00	0.42
MASSACHUSETTS	34.93	14.64	23.96	5.94	9.50	5.09	4.04	1.90
MICHIGAN	68.04	23.71	7.22	1.03	.	0.00	0.00	0.00
MINNESOTA	15.15	75.76	9.09	0.00	0.00	0.00	0.00	0.00
MISSISSIPPI	47.92	22.92	29.17	0.00	0.00	0.00	0.00	0.00
MISSOURI	25.83	5.00	68.75	0.42	0.00	0.00	0.00	0.00
MONTANA	94.44	5.56	0.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	81.25	12.50	6.25	0.00	0.00	0.00	0.00	0.00
NEVADA	47.06	11.76	41.18	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	45.83	20.83	33.33	0.00	0.00	0.00	0.00	0.00
NEW JERSEY	77.01	4.28	9.63	3.21	5.35	0.00	0.00	0.53
NEW MEXICO	37.87	49.70	11.83	0.00	0.59	0.00	0.00	0.00
NEW YORK	24.51	16.34	11.28	8.17	22.57	5.06	12.06	0.00
NORTH CAROLINA	63.77	7.25	5.80	1.45	0.00	0.00	0.00	21.74
NORTH DAKOTA	75.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00
OHIO	66.67	0.00	0.00	0.00	33.33	0.00	0.00	0.00
OKLAHOMA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OREGON	40.30	34.33	22.39	0.00	2.99	0.00	0.00	0.00
PENNSYLVANIA	93.71	4.90	1.40	0.00	0.00	0.00	0.00	0.00
PUERTO RICO	20.00	20.00	16.00	32.00	4.00	0.00	0.00	8.00
RHODE ISLAND	77.78	11.11	0.00	0.00	11.11	0.00	0.00	0.00
SOUTH CAROLINA	79.49	20.51	0.00	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	28.57	57.14	14.29	0.00	0.00	0.00	0.00	0.00
TENNESSEE	39.32	39.32	17.95	3.42	0.00	0.00	0.00	0.00
TEXAS	8.18	84.55	4.55	1.82	0.00	0.91	0.00	0.00
UTAH	80.00	10.00	10.00	0.00	0.00	0.00	0.00	0.00
VERMONT	84.62	5.13	7.69	0.00	2.56	0.00	0.00	0.00
VIRGINIA	53.62	42.03	0.00	0.00	1.45	0.00	0.00	2.90
WASHINGTON	78.57	0.00	0.00	0.00	0.00	21.43	0.00	0.00
WEST VIRGINIA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
WISCONSIN	84.85	15.15	0.00	0.00	0.00	0.00	0.00	0.00
WYOMING	13.33	40.00	40.00	6.67	0.00	0.00	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	42.86	57.14	0.00	0.00	0.00	.	.	0.00
U.S. AND INSULAR AREAS	47.18	20.81	20.06	3.06	4.57	1.75	1.65	0.93
50 STATES, D.C. & P.R.	47.26	20.63	20.07	3.08	4.60	1.76	1.66	0.94

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NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

VISUAL IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	22	3	0	0	.	0	0
ALASKA	0	0	1	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	2	2	0	3	1	5	0	0
CALIFORNIA	37	9	99	12	2	0	.	.
COLORADO	7	2	1	0	0	1	0	0
CONNECTICUT	12	5	11	11	7	0	16	0
DELAWARE	4	3	0	9	0	0	0	0
DISTRICT OF COLUMBIA	3	0	0	0	0	0	0	0
FLORIDA	19	7	12	1	0	21	0	0
GEORGIA	4	9	5	0	0	26	0	0
HAWAII	2	0	2	1	0	0	0	0
IDAHO	1	1	0	0	0	1	0	0
ILLINOIS	10	8	25	1	1	18	2	0
INDIANA	7	14	2	5	0	11	0	0
IOWA	4	1	1	1	0	11	0	0
KANSAS	5	3	0	0	0	6	0	1
KENTUCKY	7	2	16	0	0	14	0	0
LOUISIANA	5	7	8	1	0	18	0	2
MAINE	3	0	0	0	0	0	0	0
MARYLAND	12	2	2	8	0	35	0	0
MASSACHUSETTS	15	6	10	3	4	2	2	1
MICHIGAN	27	10	15	15	.	0	0	2
MINNESOTA	4	4	4	0	0	0	0	0
MISSISSIPPI	2	4	2	0	0	0	0	0
MISSOURI	8	2	4	0	0	0	0	0
MONTANA	1	0	5	0	0	2	0	0
NEBRASKA	8	0	0	0	0	4	0	1
NEVADA	0	1	3	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	2	0	0	1	0
NEW JERSEY	3	2	1	2	2	1	0	0
NEW MEXICO	4	0	1	0	0	5	0	0
NEW YORK	11	26	18	12	3	0	0	1
NORTH CAROLINA	18	7	1	10	0	6	0	0
NORTH DAKOTA	3	0	0	0	0	2	0	0
OHIO	20	10	12	0	0	26	0	1
OKLAHOMA	1	1	0	0	0	12	1	0
OREGON	4	6	1	0	1	15	1	1
PENNSYLVANIA	36	3	4	6	0	0	1	0
PUERTO RICO	16	25	14	18	1	4	1	4
RHODE ISLAND	1	1	0	0	0	0	3	0
SOUTH CAROLINA	16	9	1	1	0	15	0	0
SOUTH DAKOTA	0	1	1	0	0	4	0	0
TENNESSEE	15	6	4	1	0	26	0	0
TEXAS	49	98	15	4	0	6	3	2
UTAH	0	2	4	0	0	0	0	0
VERMONT	2	1	0	0	0	0	1	0
VIRGINIA	21	0	2	1	0	23	0	0
WASHINGTON	1	2	0	0	0	0	0	0
WEST VIRGINIA	2	0	1	0	0	0	0	0
WISCONSIN	5	4	3	0	0	5	0	0
WYOMING	0	1	1	0	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	1	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	2	1	0	0	0	.	.	0
U.S. AND INSULAR AREAS	439	330	317	128	22	326	32	16
50 STATES, D.C. & P.R.	437	329	315	128	22	326	32	16

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TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

VISUAL IMPAIRMENTS

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	88.00	12.00	0.00	0.00	.	0.00	0.00
ALASKA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	15.38	15.38	0.00	23.08	7.69	38.46	0.00	0.00
CALIFORNIA	23.27	5.66	62.26	7.55	1.26	0.00	.	.
COLORADO	63.64	18.18	9.09	0.00	0.00	9.09	0.00	0.00
CONNECTICUT	19.35	8.06	17.74	17.74	11.29	0.00	25.81	0.00
DELAWARE	25.00	18.75	0.00	56.25	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FLORIDA	31.67	11.67	20.00	1.67	0.00	35.00	0.00	0.00
GEORGIA	9.09	20.45	11.36	0.00	0.00	59.09	0.00	0.00
HAWAII	40.00	0.00	40.00	20.00	0.00	0.00	0.00	0.00
IDAHO	33.33	33.33	0.00	0.00	0.00	33.33	0.00	0.00
ILLINOIS	15.38	12.31	38.46	1.54	1.54	27.69	3.08	0.00
INDIANA	17.95	35.90	5.13	12.82	0.00	28.21	0.00	0.00
IOWA	22.22	5.56	5.56	5.56	0.00	61.11	0.00	0.00
KANSAS	33.33	20.00	0.00	0.00	0.00	40.00	0.00	6.67
KENTUCKY	17.95	5.13	41.03	0.00	0.00	35.90	0.00	0.00
LOUISIANA	12.20	17.07	19.51	2.44	0.00	43.90	0.00	4.88
MAINE	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	20.34	3.39	3.39	13.56	0.00	59.32	0.00	0.00
MASSACHUSETTS	34.88	13.95	23.26	6.98	9.30	4.65	4.65	2.33
MICHIGAN	39.13	14.49	21.74	21.74	.	0.00	0.00	2.90
MINNESOTA	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
MISSISSIPPI	25.00	50.00	25.00	0.00	0.00	0.00	0.00	0.00
MISSOURI	57.14	14.29	28.57	0.00	0.00	0.00	0.00	0.00
MONTANA	12.50	0.00	62.50	0.00	0.00	25.00	0.00	0.00
NEBRASKA	61.54	0.00	0.00	0.00	0.00	30.77	0.00	7.69
NEVADA	0.00	25.00	75.00	0.00	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	0.00	0.00	0.00	66.67	0.00	0.00	33.33	0.00
NEW JERSEY	27.27	18.18	9.09	18.18	18.18	9.09	0.00	0.00
NEW MEXICO	40.00	0.00	10.00	0.00	0.00	50.00	0.00	0.00
NEW YORK	15.49	36.62	25.35	16.90	4.23	0.00	0.00	1.41
NORTH CAROLINA	42.86	16.67	2.38	23.81	0.00	14.29	0.00	0.00
NORTH DAKOTA	60.00	0.00	0.00	0.00	0.00	40.00	0.00	0.00
OHIO	28.99	14.49	17.39	0.00	0.00	37.68	0.00	1.45
OKLAHOMA	6.67	6.67	0.00	0.00	0.00	80.00	6.67	0.00
OREGON	13.79	20.69	3.45	0.00	3.45	51.72	3.45	3.45
PENNSYLVANIA	72.00	6.00	8.00	12.00	0.00	0.00	2.00	0.00
PUERTO RICO	19.28	30.12	16.87	21.69	1.20	4.82	1.20	4.82
RHODE ISLAND	20.00	20.00	0.00	0.00	0.00	0.00	60.00	0.00
SOUTH CAROLINA	38.10	21.43	2.38	2.38	0.00	35.71	0.00	0.00
SOUTH DAKOTA	0.00	16.67	16.67	0.00	0.00	66.67	0.00	0.00
TENNESSEE	28.85	11.54	7.69	1.92	0.00	50.00	0.00	0.00
TEXAS	27.68	55.37	8.47	2.26	0.00	3.39	1.69	1.13
UTAH	0.00	33.33	66.67	0.00	0.00	0.00	0.00	0.00
VERMONT	50.00	25.00	0.00	0.00	0.00	0.00	25.00	0.00
VIRGINIA	44.68	0.00	4.26	2.13	0.00	48.94	0.00	0.00
WASHINGTON	33.33	66.67	0.00	0.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
WISCONSIN	29.41	23.53	17.65	0.00	0.00	29.41	0.00	0.00
WYOMING	0.00	33.33	33.33	0.00	0.00	33.33	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	66.67	33.33	0.00	0.00	0.00	.	.	0.00
U.S. AND INSULAR AREAS	27.27	20.50	19.69	7.95	1.37	20.25	1.99	0.99
50 STATES, D.C. & P.R.	27.23	20.50	19.63	7.98	1.37	20.31	1.99	1.00

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TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

SERIOUS EMOTIONAL DISTURBANCE

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
ALABAMA	.	405	125	59	4	.	29	2
ALASKA	15	5	14	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	2	0
ARKANSAS	3	4	3	0	0	0	2	0
CALIFORNIA	35	44	316	38	305	0	.	.
COLORADO	56	185	89	50	0	0	10	17
CONNECTICUT	245	160	142	97	52	7	34	39
DELAWARE	20	36	24	0	0	0	8	33
DISTRICT OF COLUMBIA	2	8	17	0	21	0	64	6
FLORIDA	40	234	333	108	6	26	19	6
GEORGIA	7	163	169	31	2	21	9	0
HAWAII	5	8	16	0	0	3	0	2
IDAHO	5	4	10	0	0	2	7	0
ILLINOIS	45	429	570	295	370	386	94	4
INDIANA	19	60	81	36	0	17	10	0
IOWA	6	164	88	15	0	14	1	4
KANSAS	45	63	46	69	0	3	3	1
KENTUCKY	1	70	23	7	0	0	2	0
LOUISIANA	18	43	105	29	0	25	0	0
MAINE	61	48	17	8	8	0	10	8
MARYLAND	29	31	79	53	58	28	52	2
MASSACHUSETTS	340	143	233	58	92	49	39	18
MICHIGAN	345	309	149	134	.	29	5	26
MINNESOTA	79	208	75	89	0	30	0	3
MISSISSIPPI	1	6	3	1	0	0	2	2
MISSOURI	76	202	326	80	24	2	12	0
MONTANA	7	5	12	2	0	0	2	0
NEBRASKA	26	29	23	4	3	0	1	3
NEVADA	1	14	12	5	0	0	0	0
NEW HAMPSHIRE	37	9	7	1	18	0	7	1
NEW JERSEY	149	218	229	303	362	64	8	32
NEW MEXICO	31	39	36	0	0	0	0	0
NEW YORK	37	516	1,125	426	857	314	99	78
NORTH CAROLINA	80	102	39	23	2	1	1	33
NORTH DAKOTA	5	4	3	0	0	4	6	0
OHIO	42	22	110	125	5	44	0	37
OKLAHOMA	10	12	23	2	0	3	2	3
OREGON	34	30	25	1	6	1	0	14
PENNSYLVANIA	91	358	192	74	3	6	3	9
PUERTO RICO	9	6	21	18	3	0	2	19
RHODE ISLAND	8	11	16	4	25	0	14	2
SOUTH CAROLINA	17	92	29	7	0	0	0	0
SOUTH DAKOTA	1	18	0	0	0	9	12	0
TENNESSEE	20	34	19	5	18	4	3	9
TEXAS	32	487	198	131	5	22	4	166
UTAH	44	60	33	21	0	0	0	7
VERMONT	17	6	4	3	1	1	5	1
VIRGINIA	81	124	91	10	29	17	41	14
WASHINGTON	28	40	36	11	0	0	1	4
WEST VIRGINIA	32	18	47	4	0	0	1	3
WISCONSIN	107	179	89	17	0	1	0	1
WYOMING	7	14	14	0	0	1	1	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	1	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	1	0	0	0	0	4	2
BUR. OF INDIAN AFFAIRS	5	5	7	0	3	.	.	0
U.S. AND INSULAR AREAS	2,457	5,486	5,494	2,454	2,282	1,134	631	612
50 STATES, D.C. & P.R.	2,451	5,479	5,486	2,454	2,279	1,134	627	610

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TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

SERIOUS EMOTIONAL DISTURBANCE

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	64.90	20.03	9.46	0.64	.	4.65	0.32
ALASKA	44.12	14.71	41.18	0.00	0.00	0.00	0.00	0.00
ARIZONA	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
ARKANSAS	25.00	33.33	25.00	0.00	0.00	0.00	16.67	0.00
CALIFORNIA	4.74	5.96	42.82	5.15	41.33	0.00	.	.
COLORADO	13.76	45.45	21.87	12.29	0.00	0.00	2.46	4.18
CONNECTICUT	31.57	20.62	18.30	12.50	6.70	0.90	4.38	5.03
DELAWARE	16.53	29.75	19.83	0.00	0.00	0.00	6.61	27.27
DISTRICT OF COLUMBIA	1.69	6.78	14.41	0.00	17.80	0.00	54.24	5.08
FLORIDA	5.18	30.31	43.13	13.99	0.78	3.37	2.46	0.78
GEORGIA	1.74	40.55	42.04	7.71	0.50	5.22	2.24	0.00
HAWAII	14.71	23.53	47.06	0.00	0.00	8.82	0.00	5.88
IDAHO	17.86	14.29	35.71	0.00	0.00	7.14	25.00	0.00
ILLINOIS	2.05	19.56	25.99	13.45	16.87	17.60	4.29	0.18
INDIANA	8.52	26.91	36.32	16.14	0.00	7.62	4.48	0.00
IOWA	2.05	56.16	30.14	5.14	0.00	4.79	0.34	1.37
KANSAS	19.57	27.39	20.00	30.00	0.00	1.30	1.30	0.43
KENTUCKY	0.97	67.96	22.33	6.80	0.00	0.00	1.94	0.00
LOUISIANA	8.18	19.55	47.73	13.18	0.00	11.36	0.00	0.00
MAINE	38.12	30.00	10.62	5.00	5.00	0.00	6.25	5.00
MARYLAND	8.73	9.34	23.80	15.96	17.47	8.43	15.66	0.60
MASSACHUSETTS	34.98	14.71	23.97	5.97	9.47	5.04	4.01	1.85
MICHIGAN	34.60	30.99	14.94	13.44	.	2.91	0.50	2.61
MINNESOTA	16.32	42.98	15.50	18.39	0.00	6.20	0.00	0.62
MISSISSIPPI	6.67	40.00	20.00	6.67	0.00	0.00	13.33	13.33
MISSOURI	10.53	27.98	45.15	11.08	3.32	0.28	1.66	0.00
MONTANA	25.00	17.86	42.86	7.14	0.00	0.00	7.14	0.00
NEBRASKA	29.21	32.58	25.84	4.49	3.37	0.00	1.12	3.37
NEVADA	3.13	43.75	37.50	15.63	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	46.25	11.25	8.75	1.25	22.50	0.00	8.75	1.25
NEW JERSEY	10.92	15.97	16.78	22.20	26.52	4.69	0.59	2.34
NEW MEXICO	29.25	36.79	33.96	0.00	0.00	0.00	0.00	0.00
NEW YORK	1.07	14.95	32.59	12.34	24.83	9.10	2.87	2.26
NORTH CAROLINA	28.47	36.30	13.88	8.19	0.71	0.36	0.36	11.74
NORTH DAKOTA	22.73	18.18	13.64	0.00	0.00	18.18	27.27	0.00
OHIO	10.91	5.71	28.57	32.47	1.30	11.43	0.00	9.61
OKLAHOMA	18.18	21.82	41.82	3.64	0.00	5.45	3.64	5.45
OREGON	30.63	27.03	22.52	0.90	5.41	0.90	0.00	12.61
PENNSYLVANIA	12.36	48.64	26.09	10.05	0.41	0.82	0.41	1.22
PUERTO RICO	11.54	7.69	26.92	23.08	3.85	0.00	2.56	24.36
RHODE ISLAND	10.00	13.75	20.00	5.00	31.25	0.00	17.50	2.50
SOUTH CAROLINA	11.72	63.45	20.00	4.83	0.00	0.00	0.00	0.00
SOUTH DAKOTA	2.50	45.00	0.00	0.00	0.00	22.50	30.00	0.00
TENNESSEE	17.86	30.36	16.96	4.46	16.07	3.57	2.68	8.04
TEXAS	3.06	46.60	18.95	12.54	0.48	2.11	0.38	15.89
UTAH	26.67	36.36	20.00	12.73	0.00	0.00	0.00	4.24
VERMONT	44.74	15.79	10.53	7.89	2.63	2.63	13.16	2.63
VIRGINIA	19.90	30.47	22.36	2.46	7.13	4.18	10.07	3.44
WASHINGTON	23.33	33.33	30.00	9.17	0.00	0.00	0.83	3.33
WEST VIRGINIA	30.48	17.14	44.76	3.81	0.00	0.00	0.95	2.86
WISCONSIN	27.16	45.43	22.59	4.31	0.00	0.25	0.00	0.25
WYOMING	18.42	36.84	36.84	0.00	0.00	2.63	2.63	2.63
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	33.33	33.33	33.33	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	14.29	0.00	0.00	0.00	0.00	57.14	28.57
BUR. OF INDIAN AFFAIRS	25.00	25.00	35.00	0.00	15.00	.	.	0.00
U.S. AND INSULAR AREAS	11.96	26.70	26.73	11.94	11.10	5.52	3.07	2.98
50 STATES, D.C. & P.R.	11.94	26.70	26.73	11.96	11.11	5.53	3.06	2.97

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TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

ORTHOPEDIC IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	38	24	1	2	.	0	16
ALASKA	8	1	3	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	2	2	2	0	0	0	3	0
CALIFORNIA	112	41	458	56	3	0	.	.
COLORADO	8	17	11	1	0	0	0	2
CONNECTICUT	5	5	2	2	0	0	0	4
DELAWARE	1	6	0	11	0	0	1	6
DISTRICT OF COLUMBIA	0	0	0	11	0	0	0	0
FLORIDA	8	21	112	28	1	0	0	0
GEORGIA	2	74	100	0	1	2	0	0
HAWAII	1	0	10	2	6	0	0	0
IDAHO	1	1	6	0	0	0	0	0
ILLINOIS	8	17	103	105	28	2	8	2
INDIANA	5	2	17	17	0	0	0	0
IOWA	10	18	9	0	0	1	2	49
KANSAS	18	2	3	0	0	0	3	1
KENTUCKY	11	9	6	0	0	0	0	1
LOUISIANA	11	12	31	7	0	13	0	1
MAINE	3	1	1	0	0	0	0	1
MARYLAND	16	4	6	5	0	0	0	1
MASSACHUSETTS	27	12	19	5	7	4	3	2
MICHIGAN	92	77	119	29	.	0	0	21
MINNESOTA	12	11	17	2	0	9	0	0
MISSISSIPPI	1	10	11	2	0	0	0	10
MISSOURI	28	12	8	68	0	0	0	2
MONTANA	0	0	1	0	0	0	0	0
NEBRASKA	8	2	26	0	0	0	1	1
NEVADA	2	2	8	2	0	0	1	0
NEW HAMPSHIRE	4	6	1	0	1	0	0	0
NEW JERSEY	2	6	11	29	21	0	0	0
NEW MEXICO	7	15	13	0	0	0	0	0
NEW YORK	16	34	26	36	29	0	0	5
NORTH CAROLINA	29	7	20	9	1	0	0	1
NORTH DAKOTA	2	2	3	0	0	1	4	0
OHIO	18	22	96	19	7	0	0	160
OKLAHOMA	3	6	4	0	0	1	0	0
OREGON	85	13	25	0	0	1	0	0
PENNSYLVANIA	6	15	38	61	0	9	0	2
PUERTO RICO	16	3	10	7	28	1	0	13
RHODE ISLAND	0	0	1	0	6	0	0	0
SOUTH CAROLINA	9	19	16	11	0	1	0	1
SOUTH DAKOTA	0	1	0	0	0	0	9	0
TENNESSEE	15	15	34	9	0	0	0	5
TEXAS	18	81	49	27	1	1	5	51
UTAH	0	2	7	1	0	0	0	0
VERMONT	2	0	0	0	0	0	0	0
VIRGINIA	5	4	21	10	0	1	1	0
WASHINGTON	13	19	11	2	1	0	0	1
WEST VIRGINIA	10	4	10	7	0	0	0	0
WISCONSIN	11	5	12	2	0	0	0	0
WYOMING	1	2	1	0	0	2	1	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	1	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	.	.	0
U.S. AND INSULAR AREAS	672	678	1,523	584	143	49	42	359
50 STATES, D.C. & P.R.	672	678	1,522	584	143	49	42	359

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TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

ORTHOPEDIC IMPAIRMENTS

STATE	PERCENTAGE							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	46.91	29.63	1.23	2.47	.	0.00	19.75
ALASKA	66.67	8.33	25.00	0.00	0.00	0.00	0.00	0.00
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	22.22	22.22	22.22	0.00	0.00	0.00	33.33	0.00
CALIFORNIA	16.72	6.12	68.36	8.36	0.45	0.00	.	.
COLORADO	20.51	43.59	28.21	2.56	0.00	0.00	0.00	5.13
CONNECTICUT	27.78	27.78	11.11	11.11	0.00	0.00	0.00	22.22
DELAWARE	4.00	24.00	0.00	44.00	0.00	0.00	4.00	24.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	4.71	12.35	65.88	16.47	0.59	0.00	0.00	0.00
GEORGIA	1.12	41.34	55.87	0.00	0.56	1.12	0.00	0.00
HAWAII	5.26	0.00	52.63	10.53	31.58	0.00	0.00	0.00
IDAHO	12.50	12.50	75.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	2.93	6.23	37.73	38.46	10.26	0.73	2.93	0.73
INDIANA	12.20	4.88	41.46	41.46	0.00	0.00	0.00	0.00
IOWA	11.24	20.22	10.11	0.00	0.00	1.12	2.25	55.06
KANSAS	66.67	7.41	11.11	0.00	0.00	0.00	11.11	3.70
KENTUCKY	40.74	33.33	22.22	0.00	0.00	0.00	0.00	3.70
LOUISIANA	14.67	16.00	41.33	9.33	0.00	17.33	0.00	1.33
MAINE	50.00	16.67	16.67	0.00	0.00	0.00	0.00	16.67
MARYLAND	50.00	12.50	18.75	15.63	0.00	0.00	0.00	3.13
MASSACHUSETTS	34.18	15.19	24.05	6.33	8.86	5.06	3.80	2.53
MICHIGAN	27.22	22.78	35.21	8.58	.	0.00	0.00	6.21
MINNESOTA	23.53	21.57	33.33	3.92	0.00	17.65	0.00	0.00
MISSISSIPPI	2.94	29.41	32.35	5.88	0.00	0.00	0.00	29.41
MISSOURI	23.73	10.17	6.78	57.63	0.00	0.00	0.00	1.69
MONTANA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
NEBRASKA	21.05	5.26	68.42	0.00	0.00	0.00	2.63	2.63
NEVADA	13.33	13.33	53.33	13.33	0.00	0.00	6.67	0.00
NEW HAMPSHIRE	33.33	50.00	8.33	0.00	8.33	0.00	0.00	0.00
NEW JERSEY	2.90	8.70	15.94	42.03	30.43	0.00	0.00	0.00
NEW MEXICO	20.00	42.86	37.14	0.00	0.00	0.00	0.00	0.00
NEW YORK	10.96	23.29	17.81	24.66	19.86	0.00	0.00	3.42
NORTH CAROLINA	43.28	10.45	29.85	13.43	1.49	0.00	0.00	1.49
NORTH DAKOTA	16.67	16.67	25.00	0.00	0.00	8.33	33.33	0.00
OHIO	5.59	6.83	29.81	5.90	2.17	0.00	0.00	49.69
OKLAHOMA	21.43	42.86	28.57	0.00	0.00	7.14	0.00	0.00
OREGON	68.55	10.48	20.16	0.00	0.00	0.81	0.00	0.00
PENNSYLVANIA	4.58	11.45	29.01	46.56	0.00	6.87	0.00	1.53
PUERTO RICO	20.51	3.85	12.82	8.97	35.90	1.28	0.00	16.67
RHODE ISLAND	0.00	0.00	14.29	0.00	85.71	0.00	0.00	0.00
SOUTH CAROLINA	15.79	33.33	28.07	19.30	0.00	1.75	0.00	1.75
SOUTH DAKOTA	0.00	10.00	0.00	0.00	0.00	0.00	90.00	0.00
TENNESSEE	19.23	19.23	43.59	11.54	0.00	0.00	0.00	6.41
TEXAS	7.73	34.76	21.03	11.59	0.43	0.43	2.15	21.89
UTAH	0.00	20.00	70.00	10.00	0.00	0.00	0.00	0.00
VERMONT	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
VIRGINIA	11.90	9.52	50.00	23.81	0.00	2.38	2.38	0.00
WASHINGTON	27.66	40.43	23.40	4.26	2.13	0.00	0.00	2.13
WEST VIRGINIA	32.26	12.90	32.26	22.58	0.00	0.00	0.00	0.00
WISCONSIN	36.67	16.67	40.00	6.67	0.00	0.00	0.00	0.00
WYOMING	14.29	28.57	14.29	0.00	0.00	28.57	14.29	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	16.59	16.74	37.60	14.42	3.53	1.21	1.04	8.86
50 STATES, D.C. & P.R.	16.60	16.74	37.59	14.42	3.53	1.21	1.04	8.87

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TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

OTHER HEALTH IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	36	9	2	0	.	0	61
ALASKA	3	2	4	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	1	7	4	0	1	0	2	0
CALIFORNIA	174	54	288	35	37	0	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	8	2	9	9	7	0	11	4
DELAWARE	0	12	0	3	0	0	2	2
DISTRICT OF COLUMBIA	0	0	0	13	2	0	0	0
FLORIDA	0	0	24	21	1	1	4	142
GEORGIA	0	15	6	0	0	0	0	0
HAWAII	1	1	3	1	0	0	0	0
IDAHO	1	1	8	0	0	0	0	0
ILLINOIS	1	4	23	22	8	1	1	79
INDIANA	0	0	4	18	0	0	2	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	4	3	3	0	0	0	0	1
KENTUCKY	0	2	5	0	0	4	0	10
LOUISIANA	7	14	52	10	2	2	0	3
MAINE	6	10	0	0	0	0	0	0
MARYLAND	7	4	12	2	6	0	6	1
MASSACHUSETTS	35	15	24	6	10	5	4	2
MICHIGAN	3	6	24	104	.	0	0	1
MINNESOTA	1	5	19	5	0	1	0	2
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	34	2	2	16	0	0	0	6
MONTANA	2	0	2	0	0	0	0	2
NEBRASKA	8	4	7	4	0	0	0	1
NEVADA	0	0	0	0	0	0	0	1
NEW HAMPSHIRE	7	5	1	1	2	0	1	0
NEW JERSEY	1	6	13	7	0	24	0	14
NEW MEXICO	1	1	0	0	0	0	0	0
NEW YORK	6	34	58	157	62	16	0	38
NORTH CAROLINA	39	31	37	33	2	0	1	9
NORTH DAKOTA	1	2	0	0	0	0	0	2
OHIO	.	.	.	.	.	.	0	.
OKLAHOMA	3	0	1	1	0	0	0	0
OREGON	73	13	15	2	2	0	0	5
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	20	5	12	24	3	0	2	33
RHODE ISLAND	0	3	1	0	3	0	0	11
SOUTH CAROLINA	4	0	4	4	0	0	0	1
SOUTH DAKOTA	0	2	1	0	0	0	3	7
TENNESSEE	34	19	19	5	0	5	1	57
TEXAS	19	155	110	48	3	5	7	378
UTAH	6	1	2	0	0	0	0	0
VERMONT	3	1	0	0	0	0	1	1
VIRGINIA	5	3	17	5	0	5	4	6
WASHINGTON	47	59	45	8	0	0	0	0
WEST VIRGINIA	0	0	7	0	0	0	1	0
WISCONSIN	2	0	5	1	0	0	0	2
WYOMING	1	4	12	0	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	1	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	2	0	0	0	0	3
BUR. OF INDIAN AFFAIRS	0	1	0	0	0	.	.	0
U.S. AND INSULAR AREAS	569	545	894	567	151	70	53	885
50 STATES, D.C. & P.R.	568	543	892	567	151	70	53	882

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TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

OTHER HEALTH IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	33.33	8.33	1.85	0.00	.	0.00	56.48
ALASKA	33.33	22.22	44.44	0.00	0.00	0.00	0.00	0.00
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	6.67	46.67	26.67	0.00	6.67	0.00	13.33	0.00
CALIFORNIA	29.59	9.18	48.98	5.95	6.29	0.00	.	.
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	16.00	4.00	18.00	18.00	14.00	0.00	22.00	8.00
DELAWARE	0.00	63.16	0.00	15.79	0.00	0.00	10.53	10.53
DISTRICT OF COLUMBIA	0.00	0.00	0.00	86.67	13.33	0.00	0.00	0.00
FLORIDA	0.00	0.00	12.44	10.88	0.52	0.52	2.07	73.58
GEORGIA	0.00	71.43	28.57	0.00	0.00	0.00	0.00	0.00
HAWAII	16.67	16.67	50.00	16.67	0.00	0.00	0.00	0.00
IDAHO	10.00	10.00	80.00	0.00	0.00	0.00	0.00	0.00
ILLINOIS	0.72	2.88	16.55	15.83	5.76	0.72	0.72	56.83
INDIANA	0.00	0.00	16.67	75.00	0.00	0.00	8.33	0.00
IOWA	.	.	.	.	.	.	.	.
KANSAS	36.36	27.27	27.27	0.00	0.00	0.00	0.00	9.09
KENTUCKY	0.00	9.52	23.81	0.00	0.00	19.05	0.00	47.62
LOUISIANA	7.78	15.56	57.78	11.11	2.22	2.22	0.00	3.33
MAINE	37.50	62.50	0.00	0.00	0.00	0.00	0.00	0.00
MARYLAND	18.42	10.53	31.58	5.26	15.79	0.00	15.79	2.63
MASSACHUSETTS	34.65	14.85	23.76	5.94	9.90	4.95	3.96	1.98
MICHIGAN	2.17	4.35	17.39	75.36	.	0.00	0.00	0.72
MINNESOTA	3.03	15.15	57.58	15.15	0.00	3.03	0.00	6.06
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	56.67	3.33	3.33	26.67	0.00	0.00	0.00	10.00
MONTANA	33.33	0.00	33.33	0.00	0.00	0.00	0.00	33.33
NEBRASKA	33.33	16.67	29.17	16.67	0.00	0.00	0.00	4.17
NEVADA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
NEW HAMPSHIRE	41.18	29.41	5.88	5.88	11.76	0.00	5.88	0.00
NEW JERSEY	1.54	9.23	20.00	10.77	0.00	36.92	0.00	21.54
NEW MEXICO	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
NEW YORK	1.62	9.16	15.63	42.32	16.71	4.31	0.00	10.24
NORTH CAROLINA	25.66	20.39	24.34	21.71	1.32	0.00	0.66	5.92
NORTH DAKOTA	20.00	40.00	0.00	0.00	0.00	0.00	0.00	40.00
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	60.00	0.00	20.00	20.00	0.00	0.00	0.00	0.00
OREGON	66.36	11.82	13.64	1.82	1.82	0.00	0.00	4.55
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	20.20	5.05	12.12	24.24	3.03	0.00	2.02	33.33
RHODE ISLAND	0.00	16.67	5.56	0.00	16.67	0.00	0.00	61.11
SOUTH CAROLINA	30.77	0.00	30.77	30.77	0.00	0.00	0.00	7.69
SOUTH DAKOTA	0.00	15.38	7.69	0.00	0.00	0.00	23.08	53.85
TENNESSEE	24.29	13.57	13.57	3.57	0.00	3.57	0.71	40.71
TEXAS	2.62	21.38	15.17	6.62	0.41	0.69	0.97	52.14
UTAH	66.67	11.11	22.22	0.00	0.00	0.00	0.00	0.00
VERMONT	50.00	16.67	0.00	0.00	0.00	0.00	16.67	16.67
VIRGINIA	11.11	6.67	37.78	11.11	0.00	11.11	8.89	13.33
WASHINGTON	29.56	37.11	28.30	5.03	0.00	0.00	0.00	0.00
WEST VIRGINIA	0.00	0.00	87.50	0.00	0.00	0.00	12.50	0.00
WISCONSIN	20.00	0.00	50.00	10.00	0.00	0.00	0.00	20.00
WYOMING	5.56	22.22	66.67	0.00	0.00	5.56	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	50.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	40.00	0.00	0.00	0.00	0.00	60.00
BUR. OF INDIAN AFFAIRS	0.00	100.00	0.00	0.00	0.00	.	.	0.00
U.S. AND INSULAR AREAS	15.24	14.60	23.94	15.18	4.04	1.87	1.42	23.70
50 STATES, D.C. & P.R.	15.24	14.57	23.94	15.22	4.05	1.88	1.42	23.67

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TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

SPECIFIC LEARNING DISABILITIES

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	.	3,568	225	0	0	.	0	4
ALASKA	121	153	82	1	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	451	679	66	0	0	0	1	1
CALIFORNIA	458	5,619	2,392	291	62	0	.	.
COLORADO	177	704	102	5	0	0	0	1
CONNECTICUT	876	456	189	38	27	2	8	10
DELAWARE	54	150	48	7	0	0	1	0
DISTRICT OF COLUMBIA	74	104	63	22	5	0	2	0
FLORIDA	443	1,668	1,247	64	0	1	0	1
GEORGIA	25	696	268	23	0	32	0	0
HAWAII	46	102	45	0	0	0	0	0
IDAHO	204	124	0	12	0	0	0	0
ILLINOIS	184	3,089	1,142	34	19	1	4	2
INDIANA	66	1,744	225	22	0	0	0	0
IOWA	3	1,177	21	1	0	0	0	2
KANSAS	199	287	26	0	0	0	0	1
KENTUCKY	78	1,097	65	0	0	1	0	1
LOUISIANA	605	688	510	19	1	15	0	6
MAINE	274	210	7	2	0	1	2	0
MARYLAND	685	728	615	47	4	0	0	5
MASSACHUSETTS	875	367	600	148	238	127	101	48
MICHIGAN	1,722	1,546	508	59	.	1	1	11
MINNESOTA	192	784	127	1	0	3	0	1
MISSISSIPPI	265	1,076	374	0	0	0	0	3
MISSOURI	826	1,500	574	154	2	16	0	2
MONTANA	186	201	59	0	0	0	0	0
NEBRASKA	357	203	38	1	0	10	0	2
NEVADA	28	286	34	7	0	0	0	2
NEW HAMPSHIRE	286	109	47	1	6	1	13	0
NEW JERSEY	523	1,716	1,196	466	147	1	6	17
NEW MEXICO	302	283	25	0	1	0	0	0
NEW YORK	90	4,571	4,715	552	37	0	0	51
NORTH CAROLINA	899	1,134	91	3	0	0	1	28
NORTH DAKOTA	262	58	7	0	0	0	0	0
OHIO	1,780	1,898	340	22	42	0	0	8
OKLAHOMA	651	557	49	3	0	0	0	2
OREGON	566	414	57	3	10	0	0	3
PENNSYLVANIA	1,342	2,591	615	29	3	0	0	5
PUERTO RICO	46	265	98	49	17	1	5	21
RHODE ISLAND	260	155	88	10	10	0	4	1
SOUTH CAROLINA	75	776	179	2	0	0	0	1
SOUTH DAKOTA	55	262	2	0	0	0	1	0
TENNESSEE	961	1,339	224	33	11	0	1	2
TEXAS	347	6,249	931	272	2	30	1	27
UTAH	67	129	44	1	0	0	0	0
VERMONT	151	21	6	0	1	0	2	1
VIRGINIA	1,137	1,127	251	5	8	36	7	9
WASHINGTON	531	633	198	22	0	8	0	7
WEST VIRGINIA	338	832	113	0	0	0	0	1
WISCONSIN	640	846	105	1	0	0	0	3
WYOMING	30	108	17	0	0	1	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	27	43	26	0	0	0	0	0
NORTHERN MARIANAS	9	0	5	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	1	0	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	24	153	19	1	0	.	.	0
U.S. AND INSULAR AREAS	20,873	55,276	19,100	2,433	653	288	162	290
50 STATES, D.C. & P.R.	20,813	55,079	19,050	2,432	653	288	161	290

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TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

SPECIFIC LEARNING DISABILITIES

	PERCENTAGE							
STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	93.97	5.93	0.00	0.00	.	0.00	0.11
ALASKA	33.89	42.86	22.97	0.28	0.00	0.00	0.00	0.00
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	37.65	56.68	5.51	0.00	0.00	0.00	0.08	0.08
CALIFORNIA	5.19	63.69	27.11	3.30	0.70	0.00	.	.
COLORADO	17.90	71.18	10.31	0.51	0.00	0.00	0.00	0.10
CONNECTICUT	54.55	28.39	11.77	2.37	1.68	0.12	0.50	0.62
DELAWARE	20.77	57.69	18.46	2.69	0.00	0.00	0.38	0.00
DISTRICT OF COLUMBIA	27.41	38.52	23.33	8.15	1.85	0.00	0.74	0.00
FLORIDA	12.94	48.71	36.42	1.87	0.00	0.03	0.00	0.03
GEORGIA	2.39	66.67	25.67	2.20	0.00	3.07	0.00	0.00
HAWAII	23.83	52.85	23.32	0.00	0.00	0.00	0.00	0.00
IDAHO	60.00	36.47	0.00	3.53	0.00	0.00	0.00	0.00
ILLINOIS	4.11	69.03	25.52	0.76	0.42	0.02	0.09	0.04
INDIANA	3.21	84.78	10.94	1.07	0.00	0.00	0.00	0.00
IOWA	0.25	97.76	1.74	0.08	0.00	0.00	0.00	0.17
KANSAS	38.79	55.95	5.07	0.00	0.00	0.00	0.00	0.19
KENTUCKY	6.28	88.33	5.23	0.00	0.00	0.08	0.00	0.08
LOUISIANA	32.81	37.31	27.66	1.03	0.05	0.81	0.00	0.33
MAINE	55.24	42.34	1.41	0.40	0.00	0.20	0.40	0.00
MARYLAND	32.87	34.93	29.51	2.26	0.19	0.00	0.00	0.24
MASSACHUSETTS	34.94	14.66	23.96	5.91	9.50	5.07	4.03	1.92
MICHIGAN	44.75	40.18	13.20	1.53	.	0.03	0.03	0.29
MINNESOTA	17.33	70.76	11.46	0.09	0.00	0.27	0.00	0.09
MISSISSIPPI	15.42	62.63	21.77	0.00	0.00	0.00	0.00	0.17
MISSOURI	26.87	48.80	18.67	5.01	0.07	0.52	0.00	0.07
MONTANA	41.70	45.07	13.23	0.00	0.00	0.00	0.00	0.00
NEBRASKA	58.43	33.22	6.22	0.16	0.00	1.64	0.00	0.33
NEVADA	7.84	80.11	9.52	1.96	0.00	0.00	0.00	0.56
NEW HAMPSHIRE	61.77	23.54	10.15	0.22	1.30	0.22	2.81	0.00
NEW JERSEY	12.84	42.14	29.37	11.44	3.61	0.02	0.15	0.42
NEW MEXICO	49.43	46.32	4.09	0.00	0.16	0.00	0.00	0.00
NEW YORK	0.90	45.64	47.07	5.51	0.37	0.00	0.00	0.51
NORTH CAROLINA	41.70	52.60	4.22	0.14	0.00	0.00	0.05	1.30
NORTH DAKOTA	80.12	17.74	2.14	0.00	0.00	0.00	0.00	0.00
OHIO	43.52	46.41	8.31	0.54	1.03	0.00	0.00	0.20
OKLAHOMA	51.58	44.14	3.88	0.24	0.00	0.00	0.00	0.16
OREGON	53.75	39.32	5.41	0.28	0.95	0.00	0.00	0.28
PENNSYLVANIA	29.27	56.51	13.41	0.63	0.07	0.00	0.00	0.11
PUERTO RICO	9.16	52.79	19.52	9.76	3.39	0.20	1.00	4.18
RHODE ISLAND	49.24	29.36	16.67	1.89	1.89	0.00	0.76	0.19
SOUTH CAROLINA	7.26	75.12	17.33	0.19	0.00	0.00	0.00	0.10
SOUTH DAKOTA	17.19	81.87	0.62	0.00	0.00	0.00	0.31	0.00
TENNESSEE	37.38	52.08	8.71	1.28	0.43	0.00	0.04	0.08
TEXAS	4.42	79.51	11.85	3.46	0.03	0.38	0.01	0.34
UTAH	27.80	53.53	18.26	0.41	0.00	0.00	0.00	0.00
VERMONT	82.97	11.54	3.30	0.00	0.55	0.00	1.10	0.55
VIRGINIA	44.07	43.68	9.73	0.19	0.31	1.40	0.27	0.35
WASHINGTON	37.96	45.25	14.15	1.57	0.00	0.57	0.00	0.50
WEST VIRGINIA	26.32	64.80	8.80	0.00	0.00	0.00	0.00	0.08
WISCONSIN	40.13	53.04	6.58	0.06	0.00	0.00	0.00	0.19
WYOMING	19.23	69.23	10.90	0.00	0.00	0.64	0.00	0.00
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	28.13	44.79	27.08	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	64.29	0.00	35.71	0.00	0.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	50.00	0.00	0.00	0.00	0.00	50.00	0.00
BUR. OF INDIAN AFFAIRS	12.18	77.66	9.64	0.51	0.00	.	.	0.00
U.S. AND INSULAR AREAS	21.07	55.79	19.28	2.46	0.66	0.29	0.16	0.29
50 STATES, D.C. & P.R.	21.07	55.77	19.29	2.46	0.66	0.29	0.16	0.29

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NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

DEAF-BLINDNESS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
	NUMBER							
ALABAMA	.	1	2	0	0	.	0	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	1	0	0
CALIFORNIA	2	0	21	3	3	0	.	.
COLORADO	1	1	3	6	0	9	0	0
CONNECTICUT	1	0	0	0	0	0	1	2
DELAWARE	1	0	0	2	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	2	0	0	0	0
FLORIDA	0	0	2	5	0	2	0	0
GEORGIA	0	0	0	0	0	4	0	0
HAWAII	0	0	3	2	0	0	0	0
IDAHO	0	0	0	0	0	0	0	0
ILLINOIS	0	0	0	0	0	15	0	0
INDIANA	0	0	1	1	0	0	0	0
IOWA	0	0	0	5	0	3	0	0
KANSAS	3	0	10	0	0	9	0	0
KENTUCKY	0	0	1	1	0	0	0	0
LOUISIANA	0	0	0	4	0	2	0	0
MAINE	0	0	0	0	0	0	0	0
MARYLAND	0	0	2	0	0	13	0	0
MASSACHUSETTS	2	1	2	0	1	0	0	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0	1	3	1	0	0	0	0
MISSISSIPPI	0	0	0	0	0	0	0	0
MISSOURI	0	0	4	0	0	2	0	0
MONTANA	0	0	0	0	0	1	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	1	0
NEW JERSEY	0	0	1	8	1	12	2	0
NEW MEXICO	0	0	1	0	0	6	0	0
NEW YORK	0	1	1	1	0	0	0	0
NORTH CAROLINA	0	0	0	0	0	3	0	0
NORTH DAKOTA	0	0	0	0	0	0	0	0
OHIO	1	0	0	0	0	0	0	0
OKLAHOMA	0	0	1	0	0	0	0	0
OREGON	2	0	1	0	0	0	0	0
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	6	2	2	0	7	1
RHODE ISLAND	0	0	0	0	2	0	0	0
SOUTH CAROLINA	0	0	5	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	4	3	0
TENNESSEE	1	0	1	0	0	2	0	0
TEXAS	0	2	1	12	1	10	0	0
UTAH	0	0	0	2	0	11	0	1
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	2	0	0
WASHINGTON	0	0	0	19	0	0	0	0
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	.	.	0
U.S. AND INSULAR AREAS	14	7	72	76	10	111	14	4
50 STATES, D.C. & P.R.	14	7	72	76	10	111	14	4

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TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

DEAF-BLINDNESS

STATE	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL EN-VIRONMENT
	PERCENTAGE							
ALABAMA	.	33.33	66.67	0.00	0.00	.	0.00	0.00
ALASKA	.	.	.	.	.	.	.	.
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
CALIFORNIA	6.90	0.00	72.41	10.34	10.34	0.00	.	.
COLORADO	5.00	5.00	15.00	30.00	0.00	45.00	0.00	0.00
CONNECTICUT	25.00	0.00	0.00	0.00	0.00	0.00	25.00	50.00
DELAWARE	33.33	0.00	0.00	66.67	0.00	0.00	0.00	0.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
FLORIDA	0.00	0.00	22.22	55.56	0.00	22.22	0.00	0.00
GEORGIA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
HAWAII	0.00	0.00	60.00	40.00	0.00	0.00	0.00	0.00
IDAHO	.	.	.	.	.	.	.	.
ILLINOIS	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
INDIANA	0.00	0.00	50.00	50.00	0.00	0.00	0.00	0.00
IOWA	0.00	0.00	0.00	62.50	0.00	37.50	0.00	0.00
KANSAS	13.64	0.00	45.45	0.00	0.00	40.91	0.00	0.00
KENTUCKY	0.00	0.00	50.00	50.00	0.00	0.00	0.00	0.00
LOUISIANA	0.00	0.00	0.00	66.67	0.00	33.33	0.00	0.00
MAINE	.	.	.	.	.	.	.	.
MARYLAND	0.00	0.00	13.33	0.00	0.00	86.67	0.00	0.00
MASSACHUSETTS	33.33	16.67	33.33	0.00	16.67	0.00	0.00	0.00
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0.00	20.00	60.00	20.00	0.00	0.00	0.00	0.00
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	0.00	0.00	66.67	0.00	0.00	33.33	0.00	0.00
MONTANA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NEBRASKA	.	.	.	.	.	.	.	.
NEVADA	.	.	.	.	.	.	.	.
NEW HAMPSHIRE	0.00	0.00	0.00	0.00	0.00	0.00	100.00	0.00
NEW JERSEY	0.00	0.00	4.17	33.33	4.17	50.00	8.33	0.00
NEW MEXICO	0.00	0.00	14.29	0.00	0.00	85.71	0.00	0.00
NEW YORK	0.00	33.33	33.33	33.33	0.00	0.00	0.00	0.00
NORTH CAROLINA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	100.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OKLAHOMA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
OREGON	66.67	0.00	33.33	0.00	0.00	0.00	0.00	0.00
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	0.00	0.00	33.33	11.11	11.11	0.00	38.89	5.56
RHODE ISLAND	0.00	0.00	0.00	0.00	100.00	0.00	0.00	0.00
SOUTH CAROLINA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
SOUTH DAKOTA	0.00	0.00	0.00	0.00	0.00	57.14	42.86	0.00
TENNESSEE	25.00	0.00	25.00	0.00	0.00	50.00	0.00	0.00
TEXAS	0.00	7.69	3.85	46.15	3.85	38.46	0.00	0.00
UTAH	0.00	0.00	0.00	14.29	0.00	78.57	0.00	7.14
VERMONT	.	.	.	.	.	.	.	.
VIRGINIA	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
WASHINGTON	0.00	0.00	0.00	100.00	0.00	0.00	0.00	0.00
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	.	.	.	.	.	.	.	.
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	4.55	2.27	23.38	24.68	3.25	36.04	4.55	1.30
50 STATES, D.C. & P.R.	4.55	2.27	23.38	24.68	3.25	36.04	4.55	1.30

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TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

MULTIPLE DISABILITIES

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	1	96	23	1	.	0	8
ALASKA	46	3	33	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	2	6	8	0	8	5	3	1
CALIFORNIA	28	21	705	86	62	0	.	.
COLORADO	12	30	142	52	0	28	0	2
CONNECTICUT	4	8	36	34	18	6	12	2
DELAWARE	0	2	1	0	1	0	0	4
DISTRICT OF COLUMBIA	0	0	0	6	14	8	13	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0	1	22	1	0	0	0	1
IDAHO	0	0	0	0	0	1	0	0
ILLINOIS	0	0	0	0	0	32	0	0
INDIANA	0	0	24	133	0	2	1	0
IOWA	0	0	79	30	0	0	6	0
KANSAS	7	0	14	9	0	42	1	0
KENTUCKY	0	6	38	36	0	16	0	3
LOUISIANA	3	3	57	32	2	17	2	2
MAINE	10	11	32	6	6	8	4	1
MARYLAND	8	9	54	270	16	17	23	5
MASSACHUSETTS	54	23	37	9	15	8	6	3
MICHIGAN	0	0	37	230	.	6	0	9
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	1	1	2	14	1	0	0	5
MISSOURI	2	4	36	6	0	0	0	0
MONTANA	4	4	27	0	0	2	0	0
NEBRASKA	0	0	22	12	1	2	3	1
NEVADA	0	1	8	32	0	0	0	0
NEW HAMPSHIRE	8	2	0	5	6	0	7	1
NEW JERSEY	39	31	0	309	226	70	24	9
NEW MEXICO	2	6	39	2	0	4	0	2
NEW YORK	5	30	259	559	475	7	68	33
NORTH CAROLINA	5	9	53	34	5	103	20	2
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	4	11	448	79	1	0	0	8
OKLAHOMA	2	4	72	11	0	81	0	3
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	4	6	47	8	10	11	22	334
RHODE ISLAND	0	0	3	0	6	0	1	1
SOUTH CAROLINA	0	1	11	6	0	39	0	0
SOUTH DAKOTA	2	4	8	0	3	6	18	0
TENNESSEE	15	14	151	26	4	1	1	9
TEXAS	0	76	141	200	18	14	0	40
UTAH	4	3	28	123	0	19	0	4
VERMONT	3	0	16	0	0	2	2	2
VIRGINIA	3	4	61	22	1	41	14	5
WASHINGTON	8	13	162	0	0	1	0	2
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	47	215	532	118	1	75	1	2
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	1	2	1	8	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	1	0	0	0	1	0
BUR. OF INDIAN AFFAIRS	3	4	6	0	7	.	.	1
U.S. AND INSULAR AREAS	336	569	3,551	2,531	908	674	253	505
50 STATES, D.C. & P.R.	332	563	3,543	2,523	901	674	252	504

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TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

MULTIPLE DISABILITIES

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	0.78	74.42	17.83	0.78	.	0.00	6.20
ALASKA	56.10	3.66	40.24	0.00	0.00	0.00	0.00	0.00
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	6.06	18.18	24.24	0.00	24.24	15.15	9.09	3.03
CALIFORNIA	3.10	2.33	78.16	9.53	6.87	0.00	.	.
COLORADO	4.51	11.28	53.38	19.55	0.00	10.53	0.00	0.75
CONNECTICUT	3.33	6.67	30.00	28.33	15.00	5.00	10.00	1.67
DELAWARE	0.00	25.00	12.50	0.00	12.50	0.00	0.00	50.00
DISTRICT OF COLUMBIA	0.00	0.00	0.00	14.63	34.15	19.51	31.71	0.00
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	0.00	4.00	88.00	4.00	0.00	0.00	0.00	4.00
IDAHO	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
ILLINOIS	0.00	0.00	0.00	0.00	0.00	100.00	0.00	0.00
INDIANA	0.00	0.00	15.00	83.12	0.00	1.25	0.62	0.00
IOWA	0.00	0.00	68.70	26.09	0.00	0.00	5.22	0.00
KANSAS	9.59	0.00	19.18	12.33	0.00	57.53	1.37	0.00
KENTUCKY	0.00	6.06	38.38	36.36	0.00	16.16	0.00	3.03
LOUISIANA	2.54	2.54	48.31	27.12	1.69	14.41	1.69	1.69
MAINE	12.82	14.10	41.03	7.69	7.69	10.26	5.13	1.28
MARYLAND	1.99	2.24	13.43	67.16	3.98	4.23	5.72	1.24
MASSACHUSETTS	34.84	14.84	23.87	5.81	9.68	5.16	3.87	1.94
MICHIGAN	0.00	0.00	13.12	81.56	.	2.13	0.00	3.19
MINNESOTA	.	.	.	.	.	.	.	.
MISSISSIPPI	4.17	4.17	8.33	58.33	4.17	0.00	0.00	20.83
MISSOURI	4.17	8.33	75.00	12.50	0.00	0.00	0.00	0.00
MONTANA	10.81	10.81	72.97	0.00	0.00	5.41	0.00	0.00
NEBRASKA	0.00	0.00	53.66	29.27	2.44	4.88	7.32	2.44
NEVADA	0.00	2.44	19.51	78.05	0.00	0.00	0.00	0.00
NEW HAMPSHIRE	27.59	6.90	0.00	17.24	20.69	0.00	24.14	3.45
NEW JERSEY	5.51	4.38	0.00	43.64	31.92	9.89	3.39	1.27
NEW MEXICO	3.64	10.91	70.91	3.64	0.00	7.27	0.00	3.64
NEW YORK	0.35	2.09	18.04	38.93	33.08	0.49	4.74	2.30
NORTH CAROLINA	2.15	3.86	23.61	14.59	2.15	44.21	8.58	0.86
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	0.73	2.00	81.31	14.34	0.18	0.00	0.00	1.45
OKLAHOMA	1.16	2.31	41.62	6.36	0.00	48.82	0.00	1.73
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.	.	.	.
PUERTO RICO	0.91	0.91	10.68	1.82	2.27	2.50	5.00	75.91
RHODE ISLAND	0.00	0.00	27.27	0.00	54.55	0.00	9.09	9.09
SOUTH CAROLINA	0.00	1.75	19.30	10.53	0.00	68.42	0.00	0.00
SOUTH DAKOTA	4.88	9.76	19.51	0.00	7.32	14.63	43.90	0.00
TENNESSEE	6.79	6.33	68.33	11.76	1.81	0.45	0.45	4.07
TEXAS	0.00	15.54	28.83	40.90	3.68	2.86	0.00	8.18
UTAH	2.21	1.66	15.47	67.96	0.00	10.50	0.00	2.21
VERMONT	12.00	0.00	64.00	0.00	0.00	8.00	8.00	8.00
VIRGINIA	1.99	2.65	40.40	14.57	0.66	27.15	9.27	3.31
WASHINGTON	4.26	7.98	86.17	0.00	0.00	0.53	0.00	1.06
WEST VIRGINIA	.	.	.	.	.	.	.	.
WISCONSIN	4.74	21.70	53.68	11.91	0.10	7.57	0.10	0.20
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.	.	.	.
GUAM	8.33	16.67	8.33	66.67	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	50.00	0.00	0.00	0.00	50.00	0.00
BUR. OF INDIAN AFFAIRS	14.29	19.05	28.57	0.00	33.33	.	.	4.76
U.S. AND INSULAR AREAS	3.60	6.10	38.07	27.14	9.74	7.23	2.71	5.41
50 STATES, D.C. & P.R.	3.57	6.06	38.13	27.15	9.70	7.25	2.71	5.42

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TABLE AB6

NUMBER OF CHILDREN AGE 18-21 SERVED IN DIFFERENT EDUCATIONAL ENVIRONMENTS DURING SCHOOL YEAR 1988-89

HEARING IMPAIRMENTS

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	53	26	0	0	.	0	0
ALASKA	9	0	8	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0
ARKANSAS	6	7	3	2	1	17	0	0
CALIFORNIA	81	16	238	29	7	0	.	.
COLORADO	12	22	15	0	0	11	0	0
CONNECTICUT	11	8	1	4	11	0	15	1
DELAWARE	1	20	3	1	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	17	22	81	10	0	95	0	0
GEORGIA	1	37	7	6	0	28	0	0
HAWAII	1	6	13	8	0	0	0	0
IDAHO	6	4	1	0	0	8	0	0
ILLINOIS	11	29	96	5	1	26	2	0
INDIANA	1	26	15	5	0	55	0	0
IOWA	8	11	7	0	0	17	0	0
KANSAS	14	9	25	0	0	29	0	0
KENTUCKY	3	14	7	3	0	33	0	0
LOUISIANA	14	22	13	13	0	61	0	0
MAINE	8	6	0	0	0	8	0	0
MARYLAND	22	15	8	1	0	37	1	0
MASSACHUSETTS	35	14	24	5	9	5	4	2
MICHIGAN	60	55	42	7	.	22	0	1
MINNESOTA	3	20	20	1	0	1	0	0
MISSISSIPPI	3	8	7	1	0	1	0	0
MISSOURI	46	34	22	6	0	12	0	0
MONTANA	1	1	0	0	0	9	0	0
NEBRASKA	22	1	2	4	0	13	0	0
NEVADA	0	1	6	0	0	1	0	0
NEW HAMPSHIRE	1	2	0	6	0	0	3	0
NEW JERSEY	3	11	32	46	14	0	1	2
NEW MEXICO	6	9	1	0	0	8	0	0
NEW YORK	18	65	84	48	249	25	31	1
NORTH CAROLINA	33	21	5	1	0	36	0	0
NORTH DAKOTA	0	3	0	0	0	2	0	0
OHIO	20	17	85	13	2	38	0	2
OKLAHOMA	5	11	6	3	0	16	0	0
OREGON	64	14	9	0	0	12	0	0
PENNSYLVANIA	73	22	25	2	0	1	3	0
PUERTO RICO	19	39	78	27	9	1	6	5
RHODE ISLAND	2	4	1	15	0	0	0	0
SOUTH CAROLINA	11	10	16	0	0	27	0	0
SOUTH DAKOTA	1	5	0	2	0	6	1	0
TENNESSEE	21	27	21	2	0	40	0	0
TEXAS	34	133	98	30	3	3	6	2
UTAH	6	5	7	4	0	0	0	0
VERMONT	9	1	0	0	0	0	11	0
VIRGINIA	22	21	14	3	1	58	1	0
WASHINGTON	13	23	20	0	0	2	0	0
WEST VIRGINIA	5	8	4	0	0	1	0	0
WISCONSIN	8	2	6	2	0	1	0	0
WYOMING	3	4	0	0	0	0	0	0
AMERICAN SAMOA	0	0	4	0	0	0	0	0
GUAM	1	3	1	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	0	1	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	.	.	0
U.S. AND INSULAR AREAS	775	921	1,208	315	307	766	85	16
50 STATES, D.C. & P.R.	773	918	1,202	315	307	766	85	16

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TABLE AB6

PERCENTAGE OF CHILDREN AGE 18-21 SERVED IN
DIFFERENT EDUCATIONAL ENVIRONMENTS
DURING SCHOOL YEAR 1988-89

HEARING IMPAIRMENTS

STATE	PERCENTAGE REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	.	67.09	32.91	0.00	0.00	.	0.00	0.00
ALASKA	52.94	0.00	47.06	0.00	0.00	0.00	0.00	0.00
ARIZONA	.	.	.	.	.	.	.	.
ARKANSAS	16.67	19.44	8.33	5.56	2.78	47.22	0.00	0.00
CALIFORNIA	21.83	4.31	64.15	7.82	1.89	0.00	.	.
COLORADO	20.00	36.67	25.00	0.00	0.00	18.33	0.00	0.00
CONNECTICUT	21.57	15.69	1.96	7.84	21.57	0.00	29.41	1.96
DELAWARE	4.00	80.00	12.00	4.00	0.00	0.00	0.00.	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.	.	.	.
FLORIDA	7.56	9.78	36.00	4.44	0.00	42.22	0.00	0.00
GEORGIA	1.27	46.84	8.86	7.59	0.00	35.44	0.00	0.00
HAWAII	3.57	21.43	46.43	28.57	0.00	0.00	0.00	0.00
IDAHO	31.58	21.05	5.26	0.00	0.00	42.11	0.00	0.00
ILLINOIS	6.47	17.06	56.47	2.94	0.59	15.29	1.18	0.00
INDIANA	0.98	25.49	14.71	4.90	0.00	53.92	0.00	0.00
IOWA	18.60	25.58	16.28	0.00	0.00	39.53	0.00	0.00
KANSAS	18.18	11.69	32.47	0.00	0.00	37.66	0.00	0.00
KENTUCKY	5.00	23.33	11.67	5.00	0.00	55.00	0.00	0.00
LOUISIANA	11.38	17.89	10.57	10.57	0.00	49.59	0.00	0.00
MAINE	36.36	27.27	0.00	0.00	0.00	36.36	0.00	0.00
MARYLAND	26.19	17.86	9.52	1.19	0.00	44.05	1.19	0.00
MASSACHUSETTS	35.71	14.29	24.49	5.10	9.18	5.10	4.08	2.04
MICHIGAN	32.09	29.41	22.46	3.74	.	11.76	0.00	0.53
MINNESOTA	6.67	44.44	44.44	2.22	0.00	2.22	0.00	0.00
MISSISSIPPI	15.00	40.00	35.00	5.00	0.00	5.00	0.00	0.00
MISSOURI	38.33	28.33	18.33	5.00	0.00	10.00	0.00	0.00
MONTANA	9.09	9.09	0.00	0.00	0.00	81.82	0.00	0.00
NEBRASKA	52.38	2.38	4.76	9.52	0.00	30.95	0.00	0.00
NEVADA	0.00	12.50	75.00	0.00	0.00	12.50	0.00	0.00
NEW HAMPSHIRE	8.33	16.67	0.00	50.00	0.00	0.00	25.00	0.00
NEW JERSEY	2.75	10.09	29.36	42.20	12.84	0.00	0.92	1.83
NEW MEXICO	25.00	37.50	4.17	0.00	0.00	33.33	0.00	0.00
NEW YORK	3.45	12.48	16.12	9.21	47.79	4.80	5.95	0.19
NORTH CAROLINA	34.38	21.88	5.21	1.04	0.00	37.50	0.00	0.00
NORTH DAKOTA	0.00	60.00	0.00	0.00	0.00	40.00	0.00	0.00
OHIO	11.30	9.60	48.02	7.34	1.13	21.47	0.00	1.13
OKLAHOMA	12.20	26.83	14.63	7.32	0.00	39.02	0.00	0.00
OREGON	64.65	14.14	9.09	0.00	0.00	12.12	0.00	0.00
PENNSYLVANIA	57.94	17.46	19.84	1.59	0.00	0.79	2.38	0.00
PUERTO RICO	10.33	21.20	42.39	14.67	4.89	0.54	3.26	2.72
RHODE ISLAND	9.09	18.18	4.55	68.18	0.00	0.00	0.00	0.00
SOUTH CAROLINA	17.19	15.63	25.00	0.00	0.00	42.19	0.00	0.00
SOUTH DAKOTA	6.67	33.33	0.00	13.33	0.00	40.00	6.67	0.00
TENNESSEE	18.92	24.32	18.92	1.80	0.00	36.04	0.00	0.00
TEXAS	11.00	43.04	31.72	9.71	0.97	0.97	1.94	0.65
UTAH	27.27	22.73	31.82	18.18	0.00	0.00	0.00	0.00
VERMONT	42.86	4.76	0.00	0.00	0.00	0.00	52.38	0.00
VIRGINIA	18.33	17.50	11.67	2.50	0.83	48.33	0.83	0.00
WASHINGTON	22.41	39.66	34.48	0.00	0.00	3.45	0.00	0.00
WEST VIRGINIA	27.78	44.44	22.22	0.00	0.00	5.56	0.00	0.00
WISCONSIN	42.11	10.53	31.58	10.53	0.00	5.26	0.00	0.00
WYOMING	42.86	57.14	0.00	0.00	0.00	0.00	0.00	0.00
AMERICAN SAMOA	0.00	0.00	100.00	0.00	0.00	0.00	0.00	0.00
GUAM	20.00	60.00	20.00	0.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	50.00	0.00	50.00	0.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	17.64	20.97	27.50	7.17	6.99	17.44	1.93	0.36
50 STATES, D.C. & P.R.	17.64	20.95	27.43	7.19	7.01	17.48	1.94	0.37

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TABLE AC1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED
TO SERVE CHILDREN WITH DISABILITIES AGE 6-21
FOR SCHOOL YEAR 1988-89

BY DISABILITY

	ALL DISABILITIES		SPECIFIC LEARNING DISABILITIES		SPEECH OR LANGUAGE IMPAIRMENTS		MENTAL RETARDATION	
STATE	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	4,655	376	1,326	104	462	42	1,825	61
ALASKA	547	50	223	15	140	11	25	0
ARIZONA	3,926	347	1,204	60	517	57	477	48
ARKANSAS	2,719	232	433	19	388	39	366	22
CALIFORNIA	21,318	899	11,942	504	5,476	231	1,347	57
COLORADO	3,508	87	1,539	17	521	21	474	14
CONNECTICUT	4,039	52	1,631	9	498	8	495	1
DELAWARE	1,215	72	359	26	80	12	81	3
DISTRICT OF COLUMBIA	666	38	235	11	98	8	120	3
FLORIDA	11,644	2,681	2,484	642	1,724	316	1,679	315
GEORGIA	6,546	327	1,550	52	767	65	2,261	103
HAWAII	1,065	173	92	5	104	41	68	0
IDAHO	993	52	500	21	154	12	100	6
ILLINOIS	16,594	458	5,022	111	2,301	114	2,580	40
INDIANA	5,247	715	1,813	256	700	59	1,784	198
IOWA	4,125	604	614	43	371	6	752	21
KANSAS	2,864	84	775	10	433	15	422	9
KENTUCKY	4,288	897	1,682	265	534	136	1,509	356
LOUISIANA	6,072	1,322	1,711	410	1,090	90	904	159
MAINE	1,700	211	656	79	289	42	290	21
MARYLAND	5,905	130	1,682	15	870	19	601	20
MASSACHUSETTS	7,726	417	0	0	1,021	0	0	0
MICHIGAN	10,974	599	4,872	275	943	26	2,154	85
MINNESOTA	6,558	198	2,516	57	1,086	1	1,656	8
MISSISSIPPI	3,436	241	1,906	75	477	86	845	38
MISSOURI	6,596	1,521	2,816	479	1,095	35	1,507	378
MONTANA	860	241	459	0	136	0	140	0
NEBRASKA	1,726	25	731	3	295	15	390	1
NEVADA	1,034	97	487	28	133	12	78	14
NEW HAMPSHIRE	1,427	283	569	78	362	64	165	20
NEW JERSEY	13,511	538	5,110	189	1,902	66	582	21
NEW MEXICO	2,508	151	40	9	393	33	33	2
NEW YORK	28,264	6,254	7,309	1,272	2,540	544	1,897	372
NORTH CAROLINA	6,172	1,472	2,269	421	678	265	1,811	300
NORTH DAKOTA	826	119	300	45	201	33	211	19
OHIO	11,571	360	3,571	136	1,118	28	3,968	68
OKLAHOMA	3,580	414	1,473	133	500	85	1,036	99
OREGON	2,373	104	1,026	28	444	28	370	14
PENNSYLVANIA	12,404	766	3,555	156	1,335	60	2,833	104
PUERTO RICO	2,633	0	67	0	27	0	799	0
RHODE ISLAND	1,195	25	495	11	154	3	95	1
SOUTH CAROLINA	4,062	303	1,402	77	555	57	1,177	65
SOUTH DAKOTA	958	80	.	.	203	18	.	.
TENNESSEE	4,423	347	2,100	110	485	30	910	35
TEXAS	17,076	1,369	.	.	.	.	.	.
UTAH	2,402	306	379	68	225	42	226	25
VERMONT	816	48	331	4	163	25	159	5
VIRGINIA	7,138	372	3,472	174	880	37	1,357	37
WASHINGTON	3,963	94	.	9	518	17	.	8
WEST VIRGINIA	3,055	458	1,234	193	397	34	931	106
WISCONSIN	6,085	501	1,942	128	1,153	21	1,095	23
WYOMING	735	319	.	.	130	79	.	15
AMERICAN SAMOA	30	16	0	0	5	2	7	6
GUAM	135	54	0	12	11	8	17	7
NORTHERN MARIANAS	27	23	1	5	5	3	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	121	6	11	0	11	3	31	0
BUR. OF INDIAN AFFAIRS	511	52	117	6	43	8	28	6
U.S. AND INSULAR AREAS	286,546	27,977	88,032	6,853	37,139	3,110	44,668	3,341
50 STATES, D.C. & P.R.	285,722	27,826	87,903	6,830	37,064	3,087	44,585	3,322

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR "ALL DISABILITIES" MAY NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO DISABILITY OF STUDENTS SERVED.

DATA AS OF OCTOBER 1, 1990.

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TABLE AC1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH DISABILITIES AGE 6-21 FOR SCHOOL YEAR 1988-89

BY DISABILITY

STATE	EMOTIONAL DISTURBANCE		HEARING IMPAIRMENTS		MULTIPLE DISABILITIES		ORTHOPEDIC IMPAIRMENTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	440	64	147	7	165	23	26	4
ALASKA	59	10	17	3	59	5	7	0
ARIZONA	299	30	153	10	174	18	33	3
ARKANSAS	19	6	56	2	31	1	2	0
CALIFORNIA	556	23	362	15	392	17	431	18
COLORADO	555	21	125	5	197	3	45	1
CONNECTICUT	654	17	44	0	91	0	13	0
DELAWARE	124	14	37	2	144	3	16	0
DISTRICT OF COLUMBIA	106	13	9	0	30	2	8	0
FLORIDA	1,781	706	290	36	.	.	201	34
GEORGIA	1,546	71	209	14	.	.	87	9
HAWAII	54	10	28	0	30	3	46	0
IDAHO	33	2	16	2	100	6	0	0
ILLINOIS	2,264	122	634	17	270	.	329	13
INDIANA	518	150	173	13	113	16	53	12
IOWA	492	85	104	2	153	19	12	0
KANSAS	394	19	64	10	81	12	13	0
KENTUCKY	304	88	78	19	112	17	19	0
LOUISIANA	630	109	192	25	104	29	82	13
MAINE	292	49	22	3	120	6	10	0
MARYLAND	464	30	176	3	444	4	49	0
MASSACHUSETTS	0	0	114	0	0	0	0	0
MICHIGAN	1,794	89	384	4	249	7	324	3
MINNESOTA	996	113	187	5	.	0	43	10
MISSISSIPPI	24	9	68	12	45	2	46	12
MISSOURI	754	486	130	24	22	59	42	53
MONTANA	59	0	7	0	.	0	5	0
NEBRASKA	186	3	28	2	41	0	14	0
NEVADA	71	5	22	4	63	3	15	0
NEW HAMPSHIRE	191	82	20	2	70	20	9	1
NEW JERSEY	1,201	40	93	4	563	20	37	1
NEW MEXICO	108	6	21	0	23	4	4	1
NEW YORK	3,243	691	1,050	225	860	230	65	14
NORTH CAROLINA	796	324	221	39	128	35	64	11
NORTH DAKOTA	43	14	36	4	.	.	12	0
OHIO	997	39	257	5	1,331	71	219	10
OKLAHOMA	209	41	94	9	188	37	26	3
OREGON	273	17	100	1	.	1	52	1
PENNSYLVANIA	1,484	206	435	45	96	5	167	9
PUERTO RICO	119	0	83	0	68	0	19	0
RHODE ISLAND	64	4	24	0	11	1	0	0
SOUTH CAROLINA	439	55	135	5	35	5	79	8
SOUTH DAKOTA	.	.	.	.	.	.	.	.
TENNESSEE	230	120	130	5	150	20	180	1
TEXAS	.	.	.	.	.	.	.	.
UTAH	260	64	74	8	337	37	12	2
VERMONT	67	7	32	0	37	3	8	0
VIRGINIA	806	64	174	8	78	5	62	5
WASHINGTON	.	13	.	3	.	29	.	2
WEST VIRGINIA	331	89	65	12	0	0	39	7
WISCONSIN	1,194	313	134	3	349	4	119	1
WYOMING	.	11	.	.	.	.	.	.
AMERICAN SAMOA	0	0	2	0	2	0	0	0
GUAM	4	3	3	4	12	0	0	0
NORTHERN MARIANAS	0	1	2	3	0	3	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	4	0	1	0	1	1	0	0
BUR. OF INDIAN AFFAIRS	16	6	1	1	9	3	1	0
U.S. AND INSULAR AREAS	27,547	4,553	7,062	622	7,575	788	3,143	261
50 STATES, D.C. & P.R.	27,523	4,543	7,054	614	7,550	781	3,142	261

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR "ALL DISABILITIES" MAY NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO DISABILITY OF STUDENTS SERVED.

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TABLE AC1

NUMBER OF SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH DISABILITIES AGE 6-21 FOR SCHOOL YEAR 1988-89

BY DISABILITY

STATE	OTHER HEALTH IMPAIRMENTS		VISUAL IMPAIRMENTS		DEAF-BLINDNESS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	37	7	48	3	2	0
ALASKA	7	1	8	2	2	0
ARIZONA	51	2	78	12	6	1
ARKANSAS	2	0	24	4	0	0
CALIFORNIA	652	28	151	6	6	0
COLORADO	0	0	51	7	1	0
CONNECTICUT	10	0	16	0	4	0
DELAWARE	2	0	6	1	4	1
DISTRICT OF COLUMBIA	11	2	10	0	1	0
FLORIDA	457	16	161	89	5	2
GEORGIA	29	3	96	10	2	0
HAWAII	5	0	12	0	5	0
IDAHO	0	0	10	0	0	3
ILLINOIS	.	.	226	8	.	.
INDIANA	2	3	87	6	3	2
IOWA	16	0	29	4	3	3
KANSAS	8	2	22	1	.	0
KENTUCKY	10	5	41	12	0	0
LOUISIANA	133	87	65	19	2	1
MAINE	12	1	7	3	4	5
MARYLAND	46	0	116	2	1	1
MASSACHUSETTS	0	0	145	0	0	0
MICHIGAN	146	50	107	6	.	.
MINNESOTA	15	0	59	4	.	0
MISSISSIPPI	.	.	25	4	1	2
MISSOURI	58	0	47	8	14	0
MONTANA	11	0	14	0	.	0
NEBRASKA	20	0	20	2	2	0
NEVADA	15	1	11	0	1	0
NEW HAMPSHIRE	27	15	14	1	0	0
NEW JERSEY	162	4	5	0	0	0
NEW MEXICO	0	0	2	0	0	0
NEW YORK	343	75	371	79	.	.
NORTH CAROLINA	137	47	65	29	1	3
NORTH DAKOTA	6	1	16	4	2	0
OHIO	.	.	58	5	0	0
OKLAHOMA	2	2	49	4	4	0
OREGON	46	0	62	0	.	0
PENNSYLVANIA	0	0	178	25	73	6
PUERTO RICO	25	0	24	0	18	0
RHODE ISLAND	8	0	7	0	0	0
SOUTH CAROLINA	23	5	72	6	1	0
SOUTH DAKOTA	.	.	.	.	.	.
TENNESSEE	150	4	80	20	8	2
TEXAS	.	.	.	.	.	.
UTAH	10	2	26	12	37	2
VERMONT	8	0	5	0	3	0
VIRGINIA	35	9	91	4	2	0
WASHINGTON	.	0	.	1	.	1
WEST VIRGINIA	27	7	30	10	0	0
WISCONSIN	.	3	39	5	2	0
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	1	0
GUAM	0	0	2	0	1	0
NORTHERN MARIANAS	0	0	0	2	0	1
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	2	0	2	0	1	0
BUR. OF INDIAN AFFAIRS	0	0	2	0	0	0
U.S. AND INSULAR AREAS	2,763	339	2,892	360	221	36
50 STATES, D.C. & P.R.	2,761	339	2,886	358	218	35

THE TOTAL FTE FOR THE U.S. & INSULAR AREAS AND THE 50 STATES, D.C., AND PUERTO RICO MAY NOT EQUAL THE SUM OF THE INDIVIDUAL STATES AND INSULAR AREAS BECAUSE OF ROUNDING.

THE FIGURES FOR "ALL DISABILITIES" MAY NOT EQUAL THE SUM OF FIGURES FOR ALL OTHER COLUMNS BECAUSE SOME STATES COULD NOT APPORTION STAFF ACCORDING TO DISABILITY OF STUDENTS SERVED.

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TABLE AC2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH DISABILITIES AGE 3-21 FOR SCHOOL YEAR 1988-89

	ALL STAFF		SCHOOL SOCIAL WORKERS		OCCUPATIONAL THERAPISTS		RECREATIONAL THERAPISTS	
STATE	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	2,689	187	14	4	21	12	6	0
ALASKA	932	60	2	2	23	5	0	0
ARIZONA	4,373	524	95	30	100	25	20	8
ARKANSAS	1,445	168	8	3	11	8	0	0
CALIFORNIA	26,872	991	51	9	39	9	6	1
COLORADO	3,388	145	295	7	135	16	9	1
CONNECTICUT	5,597	123	384	16	173	2	1	0
DELAWARE	806	61	8	4	9	5	4	0
DISTRICT OF COLUMBIA	963	90	70	3	16	9	8	2
FLORIDA	9,351	1,244	240	61	183	48	9	1
GEORGIA	4,421	196	182	5	74	14	23	1
HAWAII	1,190	143	37	11	23	7	0	7
IDAHO	666	95	16	10	0	0	0	0
ILLINOIS	20,472	359	1,588	74	292	32	11	0
INDIANA	5,054	649	70	23	85	36	8	5
IOWA	3,893	87	212	6	55	12	14	0
KANSAS	3,556	52	112	6	23	8	0	0
KENTUCKY	2,669	658	15	31	29	45	1	6
LOUISIANA	8,220	338	229	6	86	34	1	.
MAINE	1,793	243	72	12	42	13	5	0
MARYLAND	4,954	214	104	9	101	10	12	1
MASSACHUSETTS	7,873	0	556	0	147	0	0	0
MICHIGAN	4,747	323	893	106	289	3	11	0
MINNESOTA	6,023	1,035	445	54	205	22	.	0
MISSISSIPPI	1,238	197	17	8	2	7	2	4
MISSOURI	3,708	0	39	0	69	0	0	0
MONTANA	733	241	7	6	8	5	0	12
NEBRASKA	1,239	21	0	0	11	3	0	0
NEVADA	655	79	0	1	9	3	1	0
NEW HAMPSHIRE	2,149	146	41	1	113	5	7	0
NEW JERSEY	17,289	695	1,157	69	238	17	18	0
NEW MEXICO	2,670	90	25	4	95	22	2	0
NEW YORK	24,996	.	.	.	264	.	3	.
NORTH CAROLINA	4,719	1,647	120	92	86	50	39	31
NORTH DAKOTA	801	102	38	6	22	5	1	2
OHIO	4,926	296	0	1	128	34	0	1
OKLAHOMA	2,984	331	15	2	30	19	16	6
OREGON	1,985	172	14	2	43	6	7	1
PENNSYLVANIA	9,824	796	185	18	144	16	14	0
PUERTO RICO	1,443	57	117	9	31	8	0	0
RHODE ISLAND	1,419	26	81	1	26	1	0	0
SOUTH CAROLINA	3,188	403	59	38	30	15	6	8
SOUTH DAKOTA	586	179	5	13	46	23	0	0
TENNESSEE	4,115	141	157	4	66	9	6	1
TEXAS	11,471	462	69	.	67	.	5	.
UTAH	1,753	339	34	27	20	14	0	2
VERMONT	1,053	11	1	0	8	1	0	0
VIRGINIA	7,076	293	366	44	161	10	9	0
WASHINGTON	3,057	104	46	2	124	16	.	1
WEST VIRGINIA	1,824	175	2	1	12	5	0	1
WISCONSIN	5,227	65	192	4	156	9	0	0
WYOMING	1,026	386	51	45	29	19	.	.
AMERICAN SAMOA	15	3	1	0	0	0	0	0
GUAM	161	54	5	3	2	2	1	2
NORTHERN MARIANAS	43	22	.	2	3	2	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	152	32	6	5	1	1	0	0
BUR. OF INDIAN AFFAIRS	433	44	12	2	6	2	0	0
U.S. AND INSULAR AREAS	255,904	15,594	8,559	898	4,207	699	284	104
50 STATES, D.C. & P.R.	255,100	15,439	8,535	886	4,194	692	283	102

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SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH DISABILITIES AGE 3-21 FOR SCHOOL YEAR 1988-89

STATE	PHYSICAL THERAPISTS		TEACHER AIDES		PHYSICAL EDUCATION TEACHERS		SUPERVISORS/ ADMINISTRATORS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	17	14	1,571	88	123	4	210	9
ALASKA	18	8	511	21	3	1	32	3
ARIZONA	55	20	2,376	218	107	19	246	30
ARKANSAS	13	4	761	91	18	3	188	14
CALIFORNIA	14	9	20,887	551	630	26	925	64
COLORADO	52	10	1,964	68	51	6	165	6
CONNECTICUT	57	2	2,611	34	108	1	271	16
DELAWARE	8	1	380	18	32	0	54	0
DISTRICT OF COLUMBIA	7	6	372	31	30	3	139	14
FLORIDA	148	32	6,053	707	130	18	379	25
GEORGIA	72	13	2,687	96	43	2	394	12
HAWAII	18	14	555	10	7	14	17	0
IDAHO	0	0	482	51	0	0	43	4
ILLINOIS	186	28	9,744	9	131	4	748	18
INDIANA	90	32	2,624	301	39	10	358	25
IOWA	41	11	2,312	17	30	1	157	5
KANSAS	15	5	2,735	7	29	2	93	2
KENTUCKY	27	31	1,439	281	53	6	179	45
LOUISIANA	64	32	3,970	65	398	61	199	8
MAINE	31	7	1,229	80	14	5	138	26
MARYLAND	96	11	2,056	98	108	9	255	8
MASSACHUSETTS	88	0	4,831	0	109	0	364	0
MICHIGAN	171	0	1,715	58	80	7	584	68
MINNESOTA	93	24	3,657	360	253	34	238	32
MISSISSIPPI	18	18	646	62	10	3	177	14
MISSOURI	37	0	2,649	0	32	0	251	0
MONTANA	8	5	544	124	10	2	40	11
NEBRASKA	9	4	1,059	6	0	0	51	1
NEVADA	8	3	387	43	16	4	22	2
NEW HAMPSHIRE	35	5	1,093	87	20	1	177	5
NEW JERSEY	200	16	5,829	283	421	31	901	37
NEW MEXICO	55	17	1,397	21	41	0	116	2
NEW YORK	179	.	12,762	.	1,397	.	3,529	.
NORTH CAROLINA	86	50	2,779	474	33	63	217	42
NORTH DAKOTA	15	4	461	46	22	2	65	11
OHIO	149	35	2,952	99	93	11	388	28
OKLAHOMA	46	16	1,023	126	32	2	171	19
OREGON	36	2	854	77	41	10	148	5
PENNSYLVANIA	150	16	5,967	656	117	12	799	45
PUERTO RICO	22	1	532	0	109	0	121	4
RHODE ISLAND	22	0	607	14	102	1	51	1
SOUTH CAROLINA	27	15	1,670	154	63	4	188	23
SOUTH DAKOTA	43	28	360	37	10	7	48	8
TENNESSEE	80	8	2,782	50	26	5	247	5
TEXAS	29	.	8,250	.	181	.	600	.
UTAH	19	11	1,333	161	25	10	82	19
VERMONT	5	0	839	0	29	0	60	1
VIRGINIA	128	9	3,611	113	179	3	334	9
WASHINGTON	61	17	2,034	16	.	2	171	3
WEST VIRGINIA	16	8	1,103	102	13	1	97	7
WISCONSIN	129	17	2,714	9	389	4	189	5
WYOMING	8	9	631	128	16	6	41	16
AMERICAN SAMOA	0	0	5	0	0	0	2	0
GUAM	0	3	105	19	1	1	4	0
NORTHERN MARIANAS	1	1	31	8	0	1	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	3	98	3	3	0	12	3
BUR. OF INDIAN AFFAIRS	2	3	282	18	2	2	35	0
U.S. AND INSULAR AREAS	3,003	636	144,907	5,990	5,957	417	15,707	756
50 STATES, D.C. & P.R.	2,999	626	144,388	5,942	5,951	413	15,655	753

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TABLE AC2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH DISABILITIES AGE 3-21 FOR SCHOOL YEAR 1988-89

STATE	OTHER NON-INSTRUCTIONAL STAFF		PSYCHOLOGISTS		DIAGNOSTIC STAFF		AUDIOLOGISTS	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	138	7	190	24	4	1	10	1
ALASKA	226	0	57	4	17	2	7	3
ARIZONA	476	36	400	48	42	12	24	4
ARKANSAS	216	10	19	2	100	29	3	1
CALIFORNIA	1,409	70	1,678	152	613	39	101	10
COLORADO	246	10	341	12	7	1	28	2
CONNECTICUT	619	10	573	21	83	1	19	0
DELAWARE	85	4	78	8	46	1	4	0
DISTRICT OF COLUMBIA	115	17	83	4	46	0	2	0
FLORIDA	424	148	573	39	478	73	36	7
GEORGIA	204	3	388	21	63	9	28	1
HAWAII	280	10	36	9	171	3	4	1
IDAHO	17	7	99	10	0	0	3	2
ILLINOIS	5,644	93	1,283	93	38	0	44	2
INDIANA	1,154	60	327	54	23	11	20	5
IOWA	513	9	335	14	14	1	64	2
KANSAS	65	4	326	15	16	0	17	1
KENTUCKY	480	34	116	70	68	25	2	3
LOUISIANA	2,492	31	231	39	357	30	14	8
MAINE	83	51	69	13	39	5	5	0
MARYLAND	1,343	32	175	10	129	7	22	0
MASSACHUSETTS	1,207	0	470	0	0	0	0	0
MICHIGAN	168	9	769	60	0	0	15	0
MINNESOTA	496	311	395	43	35	6	19	3
MISSISSIPPI	111	8	50	21	81	12	5	2
MISSOURI	149	0	31	0	333	0	11	0
MONTANA	7	21	95	30	0	10	2	2
NEBRASKA	0	1	70	4	0	0	4	1
NEVADA	54	0	92	6	9	1	2	3
NEW HAMPSHIRE	263	6	118	9	65	8	1	0
NEW JERSEY	1,062	20	1,101	59	3,596	88	36	0
NEW MEXICO	631	4	46	4	171	11	16	0
NEW YORK	4,365	.	2,379	.	.	.	117	.
NORTH CAROLINA	567	341	337	137	153	180	47	30
NORTH DAKOTA	58	3	34	11	1	0	5	2
OHIO	0	52	795	8	70	2	25	2
OKLAHOMA	1,095	83	103	11	136	17	4	1
OREGON	462	6	109	17	75	2	28	0
PENNSYLVANIA	736	57	713	60	56	5	406	75
PUERTO RICO	231	4	38	6	60	15	6	0
RHODE ISLAND	194	2	118	1	59	2	3	0
SOUTH CAROLINA	659	35	243	46	27	10	19	7
SOUTH DAKOTA	0	0	18	5	0	0	4	5
TENNESSEE	171	4	368	20	40	4	29	3
TEXAS	390	462	178	.	1,154	.	13	.
UTAH	33	10	100	56	4	5	14	1
VERMONT	34	3	28	3	5	0	9	0
VIRGINIA	543	8	467	28	71	6	14	3
WASHINGTON	160	0	435	34	.	2	.	2
WEST VIRGINIA	333	6	101	23	71	11	5	1
WISCONSIN	8	0	623	10	265	0	5	0
WYOMING	107	73	23	30	81	.	8	6
AMERICAN SAMOA	1	0	0	1	2	1	0	1
GUAM	27	12	8	1	0	0	0	1
NORTHERN MARIANAS	0	2	1	1	0	2	2	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	9	2	7	4	8	1	1	4
BUR. OF INDIAN AFFAIRS	40	0	16	2	13	3	4	0
U.S. AND INSULAR AREAS	30,681	2,182	17,053	1,411	8,994	651	1,323	207
50 STATES, D.C. & P.R.	30,604	2,166	17,020	1,402	8,970	644	1,317	201

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TABLE AC2

SCHOOL STAFF OTHER THAN SPECIAL EDUCATION TEACHERS EMPLOYED AND NEEDED TO SERVE CHILDREN WITH DISABILITIES AGE [illegible] 21 FOR SCHOOL YEAR 1988-89

STATE	WORK STUDY COORDINATORS		VOCATIONAL EDUCATION TEACHERS		COUNSELORS		SUPERVISORS/ ADMINISTRATORS (SEA)	
	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED	EMPLOYED	NEEDED
ALABAMA	8	1	223	13	125	6	31	4
ALASKA	13	1	12	2	9	8	2	0
ARIZONA	26	12	97	21	280	44	30	8
ARKANSAS	4	1	35	1	49	3	20	0
CALIFORNIA	97	9	186	19	236	24	0	0
COLORADO	59	3	22	1	2	3	12	1
CONNECTICUT	37	6	163	3	436	10	63	2
DELAWARE	7	2	50	8	40	11	2	1
DISTRICT OF COLUMBIA	6	0	17	2	32	2	23	0
FLORIDA	64	9	192	18	404	61	38	.
GEORGIA	18	6	107	11	29	4	30	0
HAWAII	14	24	11	24	7	7	10	2
IDAHO	0	6	0	4	0	0	5	2
ILLINOIS	.	0	146	7	534	0	85	1
INDIANA	40	16	72	21	143	49	0	0
IOWA	71	9	52	0	3	0	22	1
KANSAS	28	0	36	0	18	1	42	2
KENTUCKY	27	16	142	27	91	39	0	0
LOUISIANA	23	7	81	16	14	1	65	1
MAINE	7	1	17	4	27	9	17	17
MARYLAND	78	1	213	19	261	0	0	0
MASSACHUSETTS	0	0	81	0	17	0	4	0
MICHIGAN	47	7	0	0	0	0	5	5
MINNESOTA	50	36	117	59	.	48	20	3
MISSISSIPPI	3	10	56	21	14	10	47	0
MISSOURI	0	0	0	0	72	0	36	0
MONTANA	2	3	8	7	4	5	0	0
NEBRASKA	0	0	0	0	13	0	23	0
NEVADA	8	3	8	6	39	5	1	0
NEW HAMPSHIRE	12	0	74	16	119	2	13	1
NEW JERSEY	58	0	690	31	1,863	44	119	0
NEW MEXICO	8	1	32	0	21	3	12	0
NEW YORK	.	.	.	.	.	.	1	.
NORTH CAROLINA	12	24	25	39	146	86	73	10
NORTH DAKOTA	13	4	52	3	10	5	6	0
OHIO	199	4	128	12	0	8	0	0
OKLAHOMA	30	3	53	2	183	23	47	4
OREGON	6	4	52	5	82	31	28	2
PENNSYLVANIA	103	6	138	10	270	16	28	4
PUERTO RICO	0	0	152	0	4	0	20	10
RHODE ISLAND	13	1	35	0	90	1	17	1
SOUTH CAROLINA	11	13	78	5	95	29	13	3
SOUTH DAKOTA	5	17	27	15	12	19	9	3
TENNESSEE	5	2	75	10	35	15	28	1
TEXAS	38	.	191	.	253	.	53	.
UTAH	5	6	62	13	23	5	0	0
VERMONT	15	1	16	1	11	2	0	0
VIRGINIA	27	2	453	6	684	54	30	0
WASHINGTON	.	2	.	2	16	3	9	5
WEST VIRGINIA	9	0	43	2	8	2	13	6
WISCONSIN	8	1	380	1	131	7	39	0
WYOMING	.	4	.	17	28	32	4	2
AMERICAN SAMOA	0	0	3	0	0	0	1	0
GUAM	1	5	7	5	0	0	2	0
NORTHERN MARIANAS	.	.	0	0	0	0	5	3
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	1	1	2	3	0	2	3	0
BUR. OF INDIAN AFFAIRS	0	2	2	6	13	5	5	0
U.S. AND INSULAR AREAS	1,313	286	4,913	512	6,995	740	1,209	105
50 STATES, D.C. & P.R.	1,311	278	4,899	499	6,982	733	1,193	102

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TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1988-89

ALL DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	1,810	1,526	69	1,348	812	5,565
ALASKA	311	40	2	282	73	708
ARIZONA	1,488	437	115	1,118	253	3,411
ARKANSAS	1,685	402	48	921	283	3,339
CALIFORNIA	4,725	2,133	843	2,206	14,182	24,089
COLORADO	1,403	99	33	636	101	2,272
CONNECTICUT	1,190	71	87	11	6	1,365
DELAWARE	349	107	18	333	100	907
DISTRICT OF COLUMBIA	93	80	16	29	54	272
FLORIDA	4,172	390	29	3,538	1,661	9,790
GEORGIA	797	815	25	940	172	2,749
HAWAII	149	200	30	53	64	496
IDAHO	343	41	7	236	37	664
ILLINOIS	6,996	435	317	4,202	4,433	16,383
INDIANA	2,655	584	98	1,524	458	5,319
IOWA	1,964	227	30	841	576	3,638
KANSAS	1,473	0	77	463	374	2,387
KENTUCKY	2,197	353	52	1,248	535	4,385
LOUISIANA	804	1,033	89	1,548	1,439	4,913
MAINE	752	49	27	393	128	1,349
MARYLAND	672	67	57	656	0	1,452
MASSACHUSETTS	4,857	.	250	1,799	.	6,906
MICHIGAN	3,122	2,126	228	2,418	2,567	10,461
MINNESOTA	2,877	0	392	1,075	330	4,674
MISSISSIPPI	421	2,005	41	840	165	3,472
MISSOURI	2,724	804	80	2,294	746	6,648
MONTANA	322	48	21	100	65	556
NEBRASKA	290	26	27	112	42	497
NEVADA	123	186	25	28	21	383
NEW HAMPSHIRE	553	119	71	689	244	1,676
NEW JERSEY	7,438	0	102	3,224	527	11,291
NEW MEXICO	851	146	16	341	235	1,589
NEW YORK	6,458	3,161	249	9,176	0	19,044
NORTH CAROLINA	2,256	1,233	115	2,318	822	6,744
NORTH DAKOTA	214	30	7	86	78	415
OHIO	6,060	206	171	1,514	479	8,430
OKLAHOMA	1,969	54	18	727	350	3,118
OREGON	777	250	38	616	1,190	2,871
PENNSYLVANIA	7,009	586	455	3,100	6,616	17,766
PUERTO RICO	162	262	547	2,707	0	3,678
RHODE ISLAND	710	0	64	640	247	1,661
SOUTH CAROLINA	1,015	783	112	786	349	3,045
SOUTH DAKOTA	351	436	11	206	167	1,171
TENNESSEE	1,704	1,086	50	1,207	614	4,661
TEXAS	10,974	.	.	3,414	.	14,388
UTAH	841	116	26	338	142	1,463
VERMONT	397	29	9	231	0	666
VIRGINIA	2,516	782	74	1,022	183	4,577
WASHINGTON	1,791	162	100	1,242	557	3,852
WEST VIRGINIA	1,580	56	40	688	229	2,593
WISCONSIN	2,322	222	96	507	234	3,381
WYOMING	198	4	6	111	17	336
AMERICAN SAMOA	4	0	1	5	2	12
GUAM	41	0	0	62	18	121
NORTHERN MARIANAS	0	7	0	2	13	22
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	24	22	10	10	29	95
BUR. OF INDIAN AFFAIRS	54	30	758	18	14	874
U.S. AND INSULAR AREAS	109,033	24,066	6,279	66,179	43,033	248,590
50 STATES, D.C. & P.R.	108,910	24,007	5,510	66,082	42,957	247,466

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TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING SCHOOL YEAR 1988-89

ALL DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	32.52	27.42	1.24	24.22	14.59
ALASKA	43.93	5.65	0.28	39.83	10.31
ARIZONA	43.62	12.81	3.37	32.78	7.42
ARKANSAS	50.46	12.04	1.44	27.58	8.48
CALIFORNIA	19.61	8.85	3.50	9.16	58.87
COLORADO	61.75	4.36	1.45	27.99	4.45
CONNECTICUT	87.18	5.20	6.37	0.81	0.44
DELAWARE	38.48	11.80	1.98	36.71	11.03
DISTRICT OF COLUMBIA	34.19	29.41	5.88	10.66	19.85
FLORIDA	42.61	3.98	0.30	36.14	16.97
GEORGIA	28.99	29.65	0.91	34.19	6.26
HAWAII	30.04	40.32	6.05	10.69	12.90
IDAHO	51.66	6.17	1.05	35.54	5.57
ILLINOIS	42.70	2.66	1.93	25.65	27.06
INDIANA	49.92	10.98	1.84	28.65	8.61
IOWA	53.99	6.24	0.82	23.12	15.83
KANSAS	61.71	0.00	3.23	19.40	15.67
KENTUCKY	50.10	8.05	1.19	28.46	12.20
LOUISIANA	16.36	21.03	1.81	31.51	29.29
MAINE	55.74	3.63	2.00	29.13	9.49
MARYLAND	46.28	4.61	3.93	45.18	0.00
MASSACHUSETTS	70.33	.	3.62	26.05	.
MICHIGAN	29.84	20.32	2.18	23.11	24.54
MINNESOTA	61.55	0.00	8.39	23.00	7.06
MISSISSIPPI	12.13	57.75	1.18	24.19	4.75
MISSOURI	40.97	12.09	1.20	34.51	11.22
MONTANA	57.91	8.63	3.78	17.99	11.69
NEBRASKA	58.35	5.23	5.43	22.54	8.45
NEVADA	32.11	48.56	6.53	7.31	5.48
NEW HAMPSHIRE	33.00	7.10	4.24	41.11	14.56
NEW JERSEY	65.88	0.00	0.90	28.55	4.67
NEW MEXICO	53.56	9.19	1.01	21.46	14.79
NEW YORK	33.91	16.60	1.31	48.18	0.00
NORTH CAROLINA	33.45	18.28	1.71	34.37	12.19
NORTH DAKOTA	51.57	7.23	1.69	20.72	18.80
OHIO	71.89	2.44	2.03	17.96	5.68
OKLAHOMA	63.15	1.73	0.58	23.32	11.23
OREGON	27.06	8.71	1.32	21.46	41.45
PENNSYLVANIA	39.45	3.30	2.56	17.45	37.24
PUERTO RICO	4.40	7.12	14.87	73.60	0.00
RHODE ISLAND	42.75	0.00	3.85	38.53	14.87
SOUTH CAROLINA	33.33	25.71	3.68	25.81	11.46
SOUTH DAKOTA	29.97	37.23	0.94	17.59	14.26
TENNESSEE	36.56	23.30	1.07	25.90	13.17
TEXAS	76.27	.	.	23.73	.
UTAH	57.48	7.93	1.78	23.10	9.71
VERMONT	59.61	4.35	1.35	34.68	0.00
VIRGINIA	54.97	17.09	1.62	22.33	4.00
WASHINGTON	46.50	4.21	2.60	32.24	14.46
WEST VIRGINIA	60.93	2.16	1.54	26.53	8.83
WISCONSIN	68.68	6.57	2.84	15.00	6.92
WYOMING	58.93	1.19	1.79	33.04	5.06
AMERICAN SAMOA	33.33	0.00	8.33	41.67	16.67
GUAM	33.88	0.00	0.00	51.24	14.88
NORTHERN MARIANAS	0.00	31.82	0.00	9.09	59.09
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	25.26	23.16	10.53	10.53	30.53
BUR. OF INDIAN AFFAIRS	6.18	3.43	86.73	2.06	1.60
U.S. AND INSULAR AREAS	43.86	9.68	2.53	26.62	17.31
50 STATES, D.C. & P.R.	44.01	9.70	2.23	26.70	17.36

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TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1988-89

MENTAL RETARDATION

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	455	1,286	41	706	148	2,636
ALASKA	8	14	1	4	6	33
ARIZONA	204	47	43	83	25	402
ARKANSAS	492	181	44	288	78	1,083
CALIFORNIA	299	136	53	139	896	1,523
COLORADO	177	35	15	32	5	264
CONNECTICUT	58	19	24	0	0	101
DELAWARE	15	56	16	25	7	119
DISTRICT OF COLUMBIA	5	45	9	2	22	83
FLORIDA	898	222	20	405	184	1,729
GEORGIA	132	402	22	435	57	1,048
HAWAII	9	46	15	10	23	103
IDAHO	101	21	5	58	7	192
ILLINOIS	1,290	154	233	601	801	3,079
INDIANA	798	348	77	583	140	1,946
IOWA	658	71	16	181	86	1,012
KANSAS	316	0	14	98	26	454
KENTUCKY	834	281	19	545	145	1,824
LOUISIANA	65	436	58	278	190	1,027
MAINE	161	33	16	46	11	267
MARYLAND	78	18	49	67	0	212
MASSACHUSETTS	1,029	.	53	382	.	1,464
MICHIGAN	403	124	202	264	222	1,215
MINNESOTA	703	0	124	94	20	941
MISSISSIPPI	6	623	38	173	34	874
MISSOURI	536	332	58	562	184	1,672
MONTANA	49	8	7	5	4	73
NEBRASKA	49	9	26	25	15	124
NEVADA	8	32	9	5	2	56
NEW HAMPSHIRE	33	19	28	30	13	123
NEW JERSEY	431	0	50	103	19	603
NEW MEXICO	66	63	11	29	22	191
NEW YORK	143	1,212	65	562	0	1,982
NORTH CAROLINA	355	859	87	577	159	2,037
NORTH DAKOTA	53	11	7	12	2	85
OHIO	2,314	59	67	667	345	3,452
OKLAHOMA	598	8	10	208	102	926
OREGON	43	101	23	30	72	269
PENNSYLVANIA	1,585	199	58	753	822	3,417
PUERTO RICO	26	165	351	1,239	0	1,781
RHODE ISLAND	46	0	33	17	10	106
SOUTH CAROLINA	351	518	92	386	128	1,475
SOUTH DAKOTA	50	24	5	19	26	124
TENNESSEE	153	466	30	272	93	1,014
TEXAS	1,497	.	.	224	.	1,721
UTAH	116	39	14	25	5	199
VERMONT	102	23	8	52	0	185
VIRGINIA	184	500	46	215	20	965
WASHINGTON	249	33	40	121	74	517
WEST VIRGINIA	446	31	38	237	65	817
WISCONSIN	308	91	32	55	27	513
WYOMING	23	2	4	6	1	36
AMERICAN SAMOA	4	0	1	4	2	11
GUAM	19	0	0	4	2	25
NORTHERN MARIANAS	0	3	0	1	9	13
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	22	12	7	10	23	74
BUR. OF INDIAN AFFAIRS	0	7	40	5	4	56
U.S. AND INSULAR AREAS	19,053	9,424	2,454	11,959	5,383	48,273
50 STATES, D.C. & P.R.	19,008	9,402	2,406	11,935	5,343	48,094

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TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING SCHOOL YEAR 1988-89

MENTAL RETARDATION

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	17.26	48.79	1.56	26.78	5.61
ALASKA	24.24	42.42	3.03	12.12	18.18
ARIZONA	50.75	11.69	10.70	20.65	6.22
ARKANSAS	45.43	16.71	4.06	26.59	7.20
CALIFORNIA	19.63	8.93	3.48	9.13	58.83
COLORADO	67.05	13.26	5.68	12.12	1.89
CONNECTICUT	57.43	18.81	23.76	0.00	0.00
DELAWARE	12.61	47.06	13.45	21.01	5.88
DISTRICT OF COLUMBIA	6.02	54.22	10.84	2.41	26.51
FLORIDA	51.94	12.84	1.16	23.42	10.64
GEORGIA	12.60	38.36	2.10	41.51	5.44
HAWAII	8.74	44.66	14.56	9.71	22.33
IDAHO	52.60	10.94	2.60	30.21	3.65
ILLINOIS	41.90	5.00	7.57	19.52	26.01
INDIANA	41.01	17.88	3.96	29.96	7.19
IOWA	65.02	7.02	1.58	17.89	8.50
KANSAS	69.60	0.00	3.08	21.59	5.73
KENTUCKY	45.72	15.41	1.04	29.88	7.95
LOUISIANA	6.33	42.45	5.65	27.07	18.50
MAINE	60.30	12.36	5.99	17.23	4.12
MARYLAND	36.79	8.49	23.11	31.60	0.00
MASSACHUSETTS	70.29	.	3.62	26.09	.
MICHIGAN	33.17	10.21	16.63	21.73	18.27
MINNESOTA	74.71	0.00	13.18	9.99	2.13
MISSISSIPPI	0.69	71.28	4.35	19.79	3.89
MISSOURI	32.06	19.86	3.47	33.61	11.00
MONTANA	67.12	10.96	9.59	6.85	5.48
NEBRASKA	39.52	7.26	20.97	20.16	12.10
NEVADA	14.29	57.14	16.07	8.93	3.57
NEW HAMPSHIRE	26.83	15.45	22.76	24.39	10.57
NEW JERSEY	71.48	0.00	8.29	17.08	3.15
NEW MEXICO	34.55	32.98	5.76	15.18	11.52
NEW YORK	7.21	61.15	3.28	28.36	0.00
NORTH CAROLINA	17.43	42.17	4.27	28.33	7.81
NORTH DAKOTA	62.35	12.94	8.24	14.12	2.35
OHIO	67.03	1.71	1.94	19.32	9.99
OKLAHOMA	64.58	0.86	1.08	22.46	11.02
OREGON	15.99	37.55	8.55	11.15	26.77
PENNSYLVANIA	46.39	5.82	1.70	22.04	24.06
PUERTO RICO	1.46	9.26	19.71	69.57	0.00
RHODE ISLAND	43.40	0.00	31.13	16.04	9.43
SOUTH CAROLINA	23.80	35.12	6.24	26.17	8.68
SOUTH DAKOTA	40.32	19.35	4.03	15.32	20.97
TENNESSEE	15.09	45.96	2.96	26.82	9.17
TEXAS	86.98	.	.	13.02	.
UTAH	58.29	19.60	7.04	12.56	2.51
VERMONT	55.14	12.43	4.32	28.11	0.00
VIRGINIA	19.07	51.81	4.77	22.28	2.07
WASHINGTON	48.16	6.38	7.74	23.40	14.31
WEST VIRGINIA	54.59	3.79	4.65	29.01	7.96
WISCONSIN	60.04	17.74	6.24	10.72	5.26
WYOMING	63.89	5.56	11.11	16.67	2.78
AMERICAN SAMOA	36.36	0.00	9.09	36.36	18.18
GUAM	76.00	0.00	0.00	16.00	8.00
NORTHERN MARIANAS	0.00	23.08	0.00	7.69	69.23
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	29.73	16.22	9.46	13.51	31.08
BUR. OF INDIAN AFFAIRS	0.00	12.50	71.43	8.93	7.14
U.S. AND INSULAR AREAS	39.47	19.52	5.08	24.77	11.15
50 STATES, D.C. & P.R.	39.52	19.55	5.00	24.82	11.11

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TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1988-89

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	43	27	4	11	12	97
ALASKA	5	0	0	2	4	11
ARIZONA	28	5	1	11	1	46
ARKANSAS	5	8	0	7	5	25
CALIFORNIA	1,214	547	216	564	3,639	6,180
COLORADO	31	0	1	11	4	47
CONNECTICUT	18	1	0	0	0	19
DELAWARE	3	0	0	4	0	7
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	332	20	0	204	131	687
GEORGIA	14	8	0	8	2	32
HAWAII	7	2	0	0	1	10
IDAHO	0	0	0	4	0	4
ILLINOIS	183	12	2	48	149	394
INDIANA	90	17	1	27	11	146
IOWA	5	0	0	1	2	8
KANSAS	14	0	1	4	5	24
KENTUCKY	56	12	3	14	8	93
LOUISIANA	39	33	1	93	87	253
MAINE	30	0	0	7	7	44
MARYLAND	45	3	1	21	0	70
MASSACHUSETTS	1,118	.	57	414	.	1,589
MICHIGAN	70	269	1	31	148	519
MINNESOTA	108	0	4	54	14	180
MISSISSIPPI	48	64	1	32	4	149
MISSOURI	80	136	0	46	44	306
MONTANA	4	5	0	2	1	12
NEBRASKA	5	0	0	1	3	9
NEVADA	1	4	0	0	0	5
NEW HAMPSHIRE	18	4	1	20	12	55
NEW JERSEY	175	0	0	14	2	191
NEW MEXICO	120	4	0	28	18	170
NEW YORK	78	15	0	66	0	159
NORTH CAROLINA	42	6	3	25	23	99
NORTH DAKOTA	3	4	0	6	0	13
OHIO	126	8	0	11	10	155
OKLAHOMA	28	12	3	11	4	58
OREGON	25	6	0	24	80	135
PENNSYLVANIA	226	278	3	885	2,995	4,387
PUERTO RICO	1	6	12	94	0	113
RHODE ISLAND	7	0	0	2	3	12
SOUTH CAROLINA	16	3	2	6	0	27
SOUTH DAKOTA	4	50	0	3	5	62
TENNESSEE	67	19	0	38	25	149
TEXAS	110	.	.	21	.	131
UTAH	18	0	0	7	2	27
VERMONT	28	0	0	20	0	48
VIRGINIA	96	20	0	6	2	124
WASHINGTON	59	8	0	23	13	103
WEST VIRGINIA	14	6	1	8	12	41
WISCONSIN	35	4	0	2	3	44
WYOMING	13	0	1	4	1	19
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	1	0	0	0	0	1
NORTHERN MARIANAS	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	18	0	65	6	2	91
U.S. AND INSULAR AREAS	4,924	1,626	385	2,951	7,494	17,380
50 STATES, D.C. & P.R.	4,905	1,626	320	2,945	7,492	17,288

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TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING SCHOOL YEAR 1988-89

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	44.33	27.84	4.12	11.34	12.37
ALASKA	45.45	0.00	0.00	18.18	36.36
ARIZONA	60.87	10.87	2.17	23.91	2.17
ARKANSAS	20.00	32.00	0.00	28.00	20.00
CALIFORNIA	19.64	8.85	3.50	9.13	58.88
COLORADO	65.96	0.00	2.13	23.40	8.51
CONNECTICUT	94.74	5.26	0.00	0.00	0.00
DELAWARE	42.86	0.00	0.00	57.14	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	48.33	2.91	0.00	29.69	19.07
GEORGIA	43.75	25.00	0.00	25.00	6.25
HAWAII	70.00	20.00	0.00	0.00	10.00
IDAHO	0.00	0.00	0.00	100.00	0.00
ILLINOIS	46.45	3.05	0.51	12.18	37.82
INDIANA	61.64	11.64	0.68	18.49	7.53
IOWA	62.50	0.00	0.00	12.50	25.00
KANSAS	58.33	0.00	4.17	16.67	20.83
KENTUCKY	60.22	12.90	3.23	15.05	8.60
LOUISIANA	15.42	13.04	0.40	36.76	34.39
MAINE	68.18	0.00	0.00	15.91	15.91
MARYLAND	64.29	4.29	1.43	30.00	0.00
MASSACHUSETTS	70.36	.	3.59	26.05	.
MICHIGAN	13.49	51.83	0.19	5.97	28.52
MINNESOTA	60.00	0.00	2.22	30.00	7.78
MISSISSIPPI	32.21	42.95	0.67	21.48	2.68
MISSOURI	26.14	44.44	0.00	15.03	14.38
MONTANA	33.33	41.67	0.00	16.67	8.33
NEBRASKA	55.56	0.00	0.00	11.11	33.33
NEVADA	20.00	80.00	0.00	0.00	0.00
NEW HAMPSHIRE	32.73	7.27	1.82	36.36	21.82
NEW JERSEY	91.62	0.00	0.00	7.33	1.05
NEW MEXICO	70.59	2.35	0.00	16.47	10.59
NEW YORK	49.06	9.43	0.00	41.51	0.00
NORTH CAROLINA	42.42	6.06	3.03	25.25	23.23
NORTH DAKOTA	23.08	30.77	0.00	46.15	0.00
OHIO	81.29	5.16	0.00	7.10	6.45
OKLAHOMA	48.28	20.69	5.17	18.97	6.90
OREGON	18.52	4.44	0.00	17.78	59.26
PENNSYLVANIA	5.15	6.34	0.07	20.17	68.27
PUERTO RICO	0.88	5.31	10.62	83.19	0.00
RHODE ISLAND	58.33	0.00	0.00	16.67	25.00
SOUTH CAROLINA	59.26	11.11	7.41	22.22	0.00
SOUTH DAKOTA	6.45	80.65	0.00	4.84	8.06
TENNESSEE	44.97	12.75	0.00	25.50	16.78
TEXAS	83.97	.	.	16.03	.
UTAH	66.67	0.00	0.00	25.93	7.41
VERMONT	58.33	0.00	0.00	41.67	0.00
VIRGINIA	77.42	16.13	0.00	4.84	1.61
WASHINGTON	57.28	7.77	0.00	22.33	12.62
WEST VIRGINIA	34.15	14.63	2.44	19.51	29.27
WISCONSIN	79.55	9.09	0.00	4.55	6.82
WYOMING	68.42	0.00	5.26	21.05	5.26
AMERICAN SAMOA	.	.	.	.	.
GUAM	100.00	0.00	0.00	0.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	19.78	0.00	71.43	6.59	2.20
U.S. AND INSULAR AREAS	28.33	9.36	2.22	16.98	43.12
50 STATES, D.C. & P.R.	28.37	9.41	1.85	17.03	43.34

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TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1988-89

VISUAL IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	7	0	0	2	3	12
ALASKA	1	0	0	0	0	1
ARIZONA	16	3	8	10	9	46
ARKANSAS	12	5	0	6	0	23
CALIFORNIA	34	16	6	16	100	172
COLORADO	16	0	0	3	0	19
CONNECTICUT	8	1	1	0	0	10
DELAWARE	6	2	0	1	0	9
DISTRICT OF COLUMBIA	1	0	0	0	0	1
FLORIDA	40	7	0	19	3	69
GEORGIA	10	6	0	2	1	19
HAWAII	4	2	2	0	0	8
IDAHO	2	0	0	1	0	3
ILLINOIS	39	2	2	1	56	100
INDIANA	23	14	2	11	5	55
IOWA	12	1	1	2	3	19
KANSAS	14	0	0	0	1	15
KENTUCKY	22	3	0	5	1	31
LOUISIANA	19	9	0	7	8	43
MAINE	4	0	0	1	0	5
MARYLAND	0	5	4	0	0	9
MASSACHUSETTS	29	.	1	10	.	40
MICHIGAN	23	3	0	7	14	47
MINNESOTA	17	0	0	0	0	17
MISSISSIPPI	2	3	0	2	0	7
MISSOURI	26	0	0	12	0	38
MONTANA	1	0	0	0	2	3
NEBRASKA	2	0	0	0	0	2
NEVADA	0	1	0	0	0	1
NEW HAMPSHIRE	5	0	0	4	2	11
NEW JERSEY	11	0	0	0	0	11
NEW MEXICO	7	0	0	1	3	11
NEW YORK	40	5	2	16	0	63
NORTH CAROLINA	33	1	1	6	2	43
NORTH DAKOTA	1	0	0	0	0	1
OHIO	47	0	1	11	5	64
OKLAHOMA	18	3	0	7	1	29
OREGON	16	6	1	3	10	36
PENNSYLVANIA	223	0	3	7	37	270
PUERTO RICO	19	10	7	83	0	119
RHODE ISLAND	2	0	2	0	0	4
SOUTH CAROLINA	18	4	0	3	0	25
SOUTH DAKOTA	3	0	0	0	0	3
TENNESSEE	31	2	0	4	0	37
TEXAS	103	.	.	14	.	117
UTAH	2	0	1	2	2	7
VERMONT	2	0	0	1	0	3
VIRGINIA	28	2	0	8	3	41
WASHINGTON	4	0	0	4	1	9
WEST VIRGINIA	9	4	0	2	0	15
WISCONSIN	19	0	0	2	0	21
WYOMING	1	0	0	1	0	2
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	1
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	1	0	0	0	0	1
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND INSULAR AREAS	1,033	121	45	297	272	1,768
50 STATES, D.C. & P.R.	1,032	120	45	297	272	1,766

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TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING SCHOOL YEAR 1988-89

VISUAL IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	58.33	0.00	0.00	16.67	25.00
ALASKA	100.00	0.00	0.00	0.00	0.00
ARIZONA	34.78	6.52	17.39	21.74	19.57
ARKANSAS	52.17	21.74	0.00	26.09	0.00
CALIFORNIA	19.77	9.30	3.49	9.30	58.14
COLORADO	84.21	0.00	0.00	15.79	0.00
CONNECTICUT	80.00	10.00	10.00	0.00	0.00
DELAWARE	66.67	22.22	0.00	11.11	0.00
DISTRICT OF COLUMBIA	100.00	0.00	0.00	0.00	0.00
FLORIDA	57.97	10.14	0.00	27.54	4.35
GEORGIA	52.63	31.58	0.00	10.53	5.26
HAWAII	50.00	25.00	25.00	0.00	0.00
IDAHO	66.67	0.00	0.00	33.33	0.00
ILLINOIS	39.00	2.00	2.00	1.00	56.00
INDIANA	41.82	25.45	3.64	20.00	9.09
IOWA	63.16	5.26	5.26	10.53	15.79
KANSAS	93.33	0.00	0.00	0.00	6.67
KENTUCKY	70.97	9.68	0.00	16.13	3.23
LOUISIANA	44.19	20.93	0.00	16.28	18.60
MAINE	80.00	0.00	0.00	20.00	0.00
MARYLAND	0.00	55.56	44.44	0.00	0.00
MASSACHUSETTS	72.50	.	2.50	25.00	.
MICHIGAN	48.94	6.38	0.00	14.89	29.79
MINNESOTA	100.00	0.00	0.00	0.00	0.00
MISSISSIPPI	28.57	42.86	0.00	28.57	0.00
MISSOURI	68.42	0.00	0.00	31.58	0.00
MONTANA	33.33	0.00	0.00	0.00	66.67
NEBRASKA	100.00	0.00	0.00	0.00	0.00
NEVADA	0.00	100.00	0.00	0.00	0.00
NEW HAMPSHIRE	45.45	0.00	0.00	36.36	18.18
NEW JERSEY	100.00	0.00	0.00	0.00	0.00
NEW MEXICO	63.64	0.00	0.00	9.09	27.27
NEW YORK	63.49	7.94	3.17	25.40	0.00
NORTH CAROLINA	76.74	2.33	2.33	13.95	4.65
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00
OHIO	73.44	0.00	1.56	17.19	7.81
OKLAHOMA	62.07	10.34	0.00	24.14	3.45
OREGON	44.44	16.67	2.78	8.33	27.78
PENNSYLVANIA	82.59	0.00	1.11	2.59	13.70
PUERTO RICO	15.97	8.40	5.88	69.75	0.00
RHODE ISLAND	50.00	0.00	50.00	0.00	0.00
SOUTH CAROLINA	72.00	16.00	0.00	12.00	0.00
SOUTH DAKOTA	100.00	0.00	0.00	0.00	0.00
TENNESSEE	83.78	5.41	0.00	10.81	0.00
TEXAS	88.03	.	.	11.97	.
UTAH	28.57	0.00	14.29	28.57	28.57
VERMONT	66.67	0.00	0.00	33.33	0.00
VIRGINIA	68.29	4.88	0.00	19.51	7.32
WASHINGTON	44.44	0.00	0.00	44.44	11.11
WEST VIRGINIA	60.00	26.67	0.00	13.33	0.00
WISCONSIN	90.48	0.00	0.00	9.52	0.00
WYOMING	50.00	0.00	0.00	50.00	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS [1]	0.00	100.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	100.00	0.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	58.43	6.84	2.55	16.80	15.38
50 STATES, D.C. & P.R.	58.44	6.80	2.55	16.82	15.40

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TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1988-89

SERIOUS EMOTIONAL DISTURBANCE

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	89	34	0	89	503	715
ALASKA	17	0	0	31	10	58
ARIZONA	80	328	1	196	45	650
ARKANSAS	5	2	0	8	6	21
CALIFORNIA	121	57	22	59	371	630
COLORADO	252	12	1	270	49	584
CONNECTICUT	351	26	53	8	5	443
DELAWARE	40	2	0	86	61	189
DISTRICT OF COLUMBIA	10	4	3	7	4	28
FLORIDA	365	17	6	841	547	1,776
GEORGIA	146	36	3	189	46	420
HAWAII	6	7	0	7	10	30
IDAHO	11	2	0	7	4	24
ILLINOIS	1,195	92	32	1,585	1,478	4,382
INDIANA	88	13	4	141	55	301
IOWA	212	25	2	293	263	795
KANSAS	151	0	0	134	220	505
KENTUCKY	74	0	4	103	121	302
LOUISIANA	45	44	19	189	526	823
MAINE	90	3	5	166	64	328
MARYLAND	41	1	2	71	0	115
MASSACHUSETTS	665	.	34	247	.	946
MICHIGAN	412	488	0	865	965	2,730
MINNESOTA	417	0	144	484	164	1,209
MISSISSIPPI	3	5	0	10	4	22
MISSOURI	156	62	8	466	134	826
MONTANA	21	23	2	20	16	82
NEBRASKA	22	2	0	16	1	41
NEVADA	7	15	0	2	8	32
NEW HAMPSHIRE	59	28	10	195	57	349
NEW JERSEY	1,163	0	11	1,094	150	2,418
NEW MEXICO	76	2	0	71	57	206
NEW YORK	948	303	43	2,554	0	3,848
NORTH CAROLINA	149	29	3	455	218	854
NORTH DAKOTA	9	2	0	17	52	80
OHIO	128	5	0	140	2	275
OKLAHOMA	45	2	0	31	35	113
OREGON	24	13	1	83	99	220
PENNSYLVANIA	1,124	15	341	391	914	2,785
PUERTO RICO	2	2	13	86	0	103
RHODE ISLAND	39	0	5	126	47	217
SOUTH CAROLINA	35	40	0	127	75	277
SOUTH DAKOTA	10	50	1	34	54	149
TENNESSEE	44	22	2	50	41	159
TEXAS	938	.	.	623	.	1,561
UTAH	191	7	4	156	53	411
VERMONT	26	0	0	58	0	84
VIRGINIA	214	26	3	229	42	514
WASHINGTON	66	8	7	190	80	351
WEST VIRGINIA	55	2	1	114	41	213
WISCONSIN	292	23	8	209	117	649
WYOMING	11	1	0	32	6	50
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	7	0	0	14	6	27
NORTHERN MARIANAS	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	0	2	1	0	0	3
BUR. OF INDIAN AFFAIRS	2	4	27	4	2	39
U.S. AND INSULAR AREAS	10,749	1,886	826	13,673	7,828	34,962
50 STATES, D.C. & P.R.	10,740	1,880	798	13,655	7,820	34,893

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TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING SCHOOL YEAR 1988-89

SERIOUS EMOTIONAL DISTURBANCE

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	12.45	4.76	0.00	12.45	70.35
ALASKA	29.31	0.00	0.00	53.45	17.24
ARIZONA	12.31	50.46	0.15	30.15	6.92
ARKANSAS	23.81	9.52	0.00	38.10	28.57
CALIFORNIA	19.21	9.05	3.49	9.37	58.89
COLORADO	43.15	2.05	0.17	46.23	8.39
CONNECTICUT	79.23	5.87	11.96	1.81	1.13
DELAWARE	21.16	1.06	0.00	45.50	32.28
DISTRICT OF COLUMBIA	35.71	14.29	10.71	25.00	14.29
FLORIDA	20.55	0.96	0.34	47.35	30.80
GEORGIA	34.76	8.57	0.71	45.00	10.95
HAWAII	20.00	23.33	0.00	23.33	33.33
IDAHO	45.83	8.33	0.00	29.17	16.67
ILLINOIS	27.27	2.10	0.73	36.17	33.73
INDIANA	29.24	4.32	1.33	46.84	18.27
IOWA	26.67	3.14	0.25	36.86	33.08
KANSAS	29.90	0.00	0.00	26.53	43.56
KENTUCKY	24.50	0.00	1.32	34.11	40.07
LOUISIANA	5.47	5.35	2.31	22.96	63.91
MAINE	27.44	0.91	1.52	50.61	19.51
MARYLAND	35.65	0.87	1.74	61.74	0.00
MASSACHUSETTS	70.30	.	3.59	26.11	.
MICHIGAN	15.09	17.88	0.00	31.68	35.35
MINNESOTA	34.49	0.00	11.91	40.03	13.56
MISSISSIPPI	13.64	22.73	0.00	45.45	18.18
MISSOURI	18.89	7.51	0.97	56.42	16.22
MONTANA	25.61	28.05	2.44	24.39	19.51
NEBRASKA	53.66	4.88	0.00	39.02	2.44
NEVADA	21.88	46.88	0.00	6.25	25.00
NEW HAMPSHIRE	16.91	8.02	2.87	55.87	16.33
NEW JERSEY	48.10	0.00	0.45	45.24	6.20
NEW MEXICO	36.89	0.97	0.00	34.47	27.67
NEW YORK	24.64	7.87	1.12	66.37	0.00
NORTH CAROLINA	17.45	3.40	0.35	53.28	25.53
NORTH DAKOTA	11.25	2.50	0.00	21.25	65.00
OHIO	46.55	1.82	0.00	50.91	0.73
OKLAHOMA	39.82	1.77	0.00	27.43	30.97
OREGON	10.91	5.91	0.45	37.73	45.00
PENNSYLVANIA	40.36	0.54	12.24	14.04	32.82
PUERTO RICO	1.94	1.94	12.62	83.50	0.00
RHODE ISLAND	17.97	0.00	2.30	58.06	21.66
SOUTH CAROLINA	12.64	14.44	0.00	45.85	27.08
SOUTH DAKOTA	6.71	33.56	0.67	22.82	36.24
TENNESSEE	27.67	13.84	1.26	31.45	25.79
TEXAS	60.09	.	.	39.91	.
UTAH	46.47	1.70	0.97	37.96	12.90
VERMONT	30.95	0.00	0.00	69.05	0.00
VIRGINIA	41.63	5.06	0.58	44.55	8.17
WASHINGTON	18.80	2.28	1.99	54.13	22.79
WEST VIRGINIA	25.82	0.94	0.47	53.52	19.25
WISCONSIN	44.99	3.54	1.23	32.20	18.03
WYOMING	22.00	2.00	0.00	64.00	12.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	25.93	0.00	0.00	51.85	22.22
NORTHERN MARIANAS	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	0.00	66.67	33.33	0.00	0.00
BUR. OF INDIAN AFFAIRS	5.13	10.26	69.23	10.26	5.13
U.S. AND INSULAR AREAS	30.74	5.39	2.36	39.11	22.39
50 STATES, D.C. & P.R.	30.78	5.39	2.29	39.13	22.41

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TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1988-89

ORTHOPEDIC IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	20	5	2	0	4	31
ALASKA	2	0	0	0	0	2
ARIZONA	15	0	4	4	1	24
ARKANSAS	4	1	0	0	0	5
CALIFORNIA	94	45	17	45	285	486
COLORADO	25	2	0	0	0	27
CONNECTICUT	6	0	0	0	0	6
DELAWARE	20	5	0	10	0	35
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	114	9	0	29	10	162
GEORGIA	9	2	0	3	3	17
HAWAII	7	8	1	2	4	22
IDAHO	3	1	1	2	0	7
ILLINOIS	99	8	13	34	95	249
INDIANA	35	7	0	8	2	52
IOWA	26	5	0	2	2	35
KANSAS	6	0	1	1	0	8
KENTUCKY	25	2	0	5	1	33
LOUISIANA	14	13	1	9	7	44
MAINE	5	0	1	3	0	9
MARYLAND	4	1	0	0	0	5
MASSACHUSETTS	53	.	3	19	.	75
MICHIGAN	105	41	4	25	76	251
MINNESOTA	39	0	13	6	1	59
MISSISSIPPI	3	12	2	4	3	24
MISSOURI	46	24	2	12	2	86
MONTANA	0	0	0	0	1	1
NEBRASKA	7	1	0	3	0	11
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	10	1	1	3	1	16
NEW JERSEY	49	0	2	4	0	55
NEW MEXICO	14	5	0	2	1	22
NEW YORK	55	16	1	7	0	79
NORTH CAROLINA	39	18	1	3	3	64
NORTH DAKOTA	3	1	0	0	0	4
OHIO	168	13	3	14	2	200
OKLAHOMA	19	0	0	2	3	24
OREGON	17	4	3	14	39	77
PENNSYLVANIA	54	8	1	16	37	116
PUERTO RICO	9	4	13	31	0	57
RHODE ISLAND	3	0	9	1	0	13
SOUTH CAROLINA	16	8	5	6	2	37
SOUTH DAKOTA	2	2	0	1	0	5
TENNESSEE	26	9	0	1	7	43
TEXAS	188	.	.	12	.	200
UTAH	7	0	0	0	1	8
VERMONT	3	0	0	2	0	5
VIRGINIA	24	4	0	0	1	29
WASHINGTON	19	2	1	3	4	29
WEST VIRGINIA	9	2	0	2	0	13
WISCONSIN	17	0	0	2	0	19
WYOMING	3	0	0	1	0	4
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	1	0	1
NORTHERN MARIANAS	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	0	1	0	0	0	1
BUR. OF INDIAN AFFAIRS	0	0	3	0	0	3
U.S. AND INSULAR AREAS	1,540	290	108	354	598	2,890
50 STATES, D.C. & P.R.	1,540	289	105	353	598	2,885

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PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING SCHOOL YEAR 1988-89

ORTHOPEDIC IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	64.52	16.13	6.45	0.00	12.90
ALASKA	100.00	0.00	0.00	0.00	0.00
ARIZONA	62.50	0.00	16.67	16.67	4.17
ARKANSAS	80.00	20.00	0.00	0.00	0.00
CALIFORNIA	19.34	9.26	3.50	9.26	58.64
COLORADO	92.59	7.41	0.00	0.00	0.00
CONNECTICUT	100.00	0.00	0.00	0.00	0.00
DELAWARE	57.14	14.29	0.00	28.57	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	70.37	5.56	0.00	17.90	6.17
GEORGIA	52.94	11.76	0.00	17.65	17.65
HAWAII	31.82	36.36	4.55	9.09	18.18
IDAHO	42.86	14.29	14.29	28.57	0.00
ILLINOIS	39.76	3.21	5.22	13.65	38.15
INDIANA	67.31	13.46	0.00	15.38	3.85
IOWA	74.29	14.29	0.00	5.71	5.71
KANSAS	75.00	0.00	12.50	12.50	0.00
KENTUCKY	75.76	6.06	0.00	15.15	3.03
LOUISIANA	31.82	29.55	2.27	20.45	15.91
MAINE	55.56	0.00	11.11	33.33	0.00
MARYLAND	80.00	20.00	0.00	0.00	0.00
MASSACHUSETTS	70.67	.	4.00	25.33	.
MICHIGAN	41.83	16.33	1.59	9.96	30.28
MINNESOTA	66.10	0.00	22.03	10.17	1.69
MISSISSIPPI	12.50	50.00	8.33	16.67	12.50
MISSOURI	53.49	27.91	2.33	13.95	2.33
MONTANA	0.00	0.00	0.00	0.00	100.00
NEBRASKA	63.64	9.09	0.00	27.27	0.00
NEVADA	.	.	.	.	.
NEW HAMPSHIRE	62.50	6.25	6.25	18.75	6.25
NEW JERSEY	89.09	0.00	3.64	7.27	0.00
NEW MEXICO	63.64	22.73	0.00	9.09	4.55
NEW YORK	69.62	20.25	1.27	8.86	0.00
NORTH CAROLINA	60.94	28.13	1.56	4.69	4.69
NORTH DAKOTA	75.00	25.00	0.00	0.00	0.00
OHIO	84.00	6.50	1.50	7.00	1.00
OKLAHOMA	79.17	0.00	0.00	8.33	12.50
OREGON	22.08	5.19	3.90	18.18	50.65
PENNSYLVANIA	46.55	6.90	0.86	13.79	31.90
PUERTO RICO	15.79	7.02	22.81	54.39	0.00
RHODE ISLAND	23.08	0.00	69.23	7.69	0.00
SOUTH CAROLINA	43.24	21.62	13.51	16.22	5.41
SOUTH DAKOTA	40.00	40.00	0.00	20.00	0.00
TENNESSEE	60.47	20.93	0.00	2.33	16.28
TEXAS	94.00	.	.	6.00	.
UTAH	87.50	0.00	0.00	0.00	12.50
VERMONT	60.00	0.00	0.00	40.00	0.00
VIRGINIA	82.76	13.79	0.00	0.00	3.45
WASHINGTON	65.52	6.90	3.45	10.34	13.79
WEST VIRGINIA	69.23	15.38	0.00	15.38	0.00
WISCONSIN	89.47	0.00	0.00	10.53	0.00
WYOMING	75.00	0.00	0.00	25.00	0.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	0.00	0.00	100.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	0.00	100.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	0.00	0.00	100.00	0.00	0.00
U.S. AND INSULAR AREAS	53.29	10.03	3.74	12.25	20.69
50 STATES, D.C. & P.R.	53.38	10.02	3.64	12.24	20.73

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TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1988-89

OTHER HEALTH IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	14	1	0	0	2	17
ALASKA	5	1	0	0	0	6
ARIZONA	22	1	0	20	12	55
ARKANSAS	11	1	0	3	0	15
CALIFORNIA	144	67	26	65	436	738
COLORADO	.	.	.	.	.	.
CONNECTICUT	8	0	0	0	0	8
DELAWARE	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	1	0	0	1
FLORIDA	39	3	0	11	5	58
GEORGIA	7	5	0	4	0	16
HAWAII	6	6	1	2	4	19
IDAHO	8	0	0	1	1	10
ILLINOIS	48	0	6	25	46	125
INDIANA	4	3	0	3	1	11
IOWA	0	0	0	0	0	0
KANSAS	6	0	1	3	1	11
KENTUCKY	13	1	3	2	2	21
LOUISIANA	9	13	0	20	16	58
MAINE	15	0	0	6	3	24
MARYLAND	2	2	1	4	0	9
MASSACHUSETTS	67	.	4	26	.	97
MICHIGAN	2	0	2	0	8	12
MINNESOTA	18	0	15	3	3	39
MISSISSIPPI	.	.	.	.	.	.
MISSOURI	22	2	0	8	2	34
MONTANA	2	0	0	0	0	2
NEBRASKA	5	0	0	3	1	9
NEVADA	5	2	0	0	0	7
NEW HAMPSHIRE	10	4	2	7	1	24
NEW JERSEY	69	0	0	18	2	89
NEW MEXICO	3	1	0	2	1	7
NEW YORK	88	54	7	22	0	171
NORTH CAROLINA	54	15	4	24	15	112
NORTH DAKOTA	2	0	0	0	0	2
OHIO	.	.	.	.	.	.
OKLAHOMA	5	0	0	0	3	8
OREGON	17	5	4	8	37	71
PENNSYLVANIA	0	0	0	0	0	0
PUERTO RICO	8	1	9	99	0	117
RHODE ISLAND	8	0	1	11	5	25
SOUTH CAROLINA	2	0	3	0	0	5
SOUTH DAKOTA	20	33	0	8	6	67
TENNESSEE	45	26	3	3	25	102
TEXAS	518	.	.	80	.	598
UTAH	10	8	0	1	1	20
VERMONT	5	1	0	3	0	9
VIRGINIA	10	0	2	0	1	13
WASHINGTON	63	15	2	38	15	133
WEST VIRGINIA	1	0	0	0	0	1
WISCONSIN	6	0	1	0	0	7
WYOMING	6	0	1	2	1	10
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	1	0	4	0	0	5
U.S. AND INSULAR AREAS	1,434	270	103	535	656	2,998
50 STATES, D.C. & P.R.	1,433	270	99	535	656	2,993

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PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING SCHOOL YEAR 1988-89

OTHER HEALTH IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	82.35	5.88	0.00	0.00	11.76
ALASKA	100.00	0.00	0.00	0.00	0.00
ARIZONA	40.00	1.82	0.00	36.36	21.82
ARKANSAS	73.33	6.67	0.00	20.00	0.00
CALIFORNIA	19.51	9.08	3.52	8.81	59.08
COLORADO	.	.	.	.	.
CONNECTICUT	100.00	0.00	0.00	0.00	0.00
DELAWARE	.	.	.	.	.
DISTRICT OF COLUMBIA	0.00	0.00	100.00	0.00	0.00
FLORIDA	67.24	5.17	0.00	18.97	8.62
GEORGIA	43.75	31.25	0.00	25.00	0.00
HAWAII	31.58	31.58	5.26	10.53	21.05
IDAHO	80.00	0.00	0.00	10.00	10.00
ILLINOIS	38.40	0.00	4.80	20.00	36.80
INDIANA	36.36	27.27	0.00	27.27	9.09
IOWA	.	.	.	.	.
KANSAS	54.55	0.00	9.09	27.27	9.09
KENTUCKY	61.90	4.76	14.29	9.52	9.52
LOUISIANA	15.52	22.41	0.00	34.48	27.59
MAINE	62.50	0.00	0.00	25.00	12.50
MARYLAND	22.22	22.22	11.11	44.44	0.00
MASSACHUSETTS	69.07	.	4.12	26.80	.
MICHIGAN	16.67	0.00	16.67	0.00	66.67
MINNESOTA	46.15	0.00	38.46	7.69	7.69
MISSISSIPPI	.	.	.	.	.
MISSOURI	64.71	5.88	0.00	23.53	5.88
MONTANA	100.00	0.00	0.00	0.00	0.00
NEBRASKA	55.56	0.00	0.00	33.33	11.11
NEVADA	71.43	28.57	0.00	0.00	0.00
NEW HAMPSHIRE	41.67	16.67	8.33	29.17	4.17
NEW JERSEY	77.53	0.00	0.00	20.22	2.25
NEW MEXICO	42.86	14.29	0.00	28.57	14.29
NEW YORK	51.46	31.58	4.09	12.87	0.00
NORTH CAROLINA	48.21	13.39	3.57	21.43	13.39
NORTH DAKOTA	100.00	0.00	0.00	0.00	0.00
OHIO	.	.	.	.	.
OKLAHOMA	62.50	0.00	0.00	0.00	37.50
OREGON	23.94	7.04	5.63	11.27	52.11
PENNSYLVANIA	.	.	.	.	.
PUERTO RICO	6.84	0.85	7.69	84.62	0.00
RHODE ISLAND	32.00	0.00	4.00	44.00	20.00
SOUTH CAROLINA	40.00	0.00	60.00	0.00	0.00
SOUTH DAKOTA	29.85	49.25	0.00	11.94	8.96
TENNESSEE	44.12	25.49	2.94	2.94	24.51
TEXAS	86.62	.	.	13.38	.
UTAH	50.00	40.00	0.00	5.00	5.00
VERMONT	55.56	11.11	0.00	33.33	0.00
VIRGINIA	76.92	0.00	15.38	0.00	7.69
WASHINGTON	47.37	11.28	1.50	28.57	11.28
WEST VIRGINIA	100.00	0.00	0.00	0.00	0.00
WISCONSIN	85.71	0.00	14.29	0.00	0.00
WYOMING	60.00	0.00	10.00	20.00	10.00
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	20.00	0.00	80.00	0.00	0.00
U.S. AND INSULAR AREAS	47.83	9.01	3.44	17.85	21.88
50 STATES, D.C. & P.R.	47.88	9.02	3.31	17.88	21.92

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NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1988-89

SPECIFIC LEARNING DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	1,151	126	3	530	128	1,938
ALASKA	260	23	0	243	50	576
ARIZONA	1,038	39	35	772	157	2,041
ARKANSAS	1,111	192	4	599	193	2,099
CALIFORNIA	2,647	1,188	473	1,243	7,945	13,496
COLORADO	789	21	1	281	39	1,131
CONNECTICUT	722	17	3	3	1	746
DELAWARE	246	34	0	195	25	500
DISTRICT OF COLUMBIA	75	16	1	20	28	140
FLORIDA	2,221	94	2	2,015	755	5,087
GEORGIA	459	339	0	287	56	1,141
HAWAII	97	117	7	30	17	268
IDAHO	214	17	1	163	25	420
ILLINOIS	4,025	162	27	1,894	1,718	7,826
INDIANA	1,536	92	0	741	239	2,608
IOWA	994	91	2	352	214	1,653
KANSAS	887	0	50	218	115	1,270
KENTUCKY	1,107	22	11	555	246	1,941
LOUISIANA	579	439	6	917	590	2,531
MAINE	404	7	0	153	42	606
MARYLAND	481	36	0	475	0	992
MASSACHUSETTS	1,715	.	88	636	.	2,439
MICHIGAN	2,028	1,187	0	1,207	1,084	5,506
MINNESOTA	1,528	0	89	431	125	2,173
MISSISSIPPI	355	1,289	0	618	119	2,381
MISSOURI	1,714	224	12	1,050	374	3,374
MONTANA	240	12	12	73	40	377
NEBRASKA	192	14	0	64	20	290
NEVADA	95	125	16	20	11	267
NEW HAMPSHIRE	411	61	18	424	154	1,068
NEW JERSEY	5,246	0	14	1,932	332	7,524
NEW MEXICO	523	47	0	195	127	892
NEW YORK	4,974	1,306	89	5,835	0	12,204
NORTH CAROLINA	1,493	238	2	1,210	391	3,334
NORTH DAKOTA	143	12	0	51	23	229
OHIO	3,053	47	1	639	102	3,842
OKLAHOMA	1,194	19	0	464	198	1,875
OREGON	585	106	2	446	828	1,967
PENNSYLVANIA	3,147	85	2	1,037	1,752	6,023
PUERTO RICO	79	52	65	967	0	1,163
RHODE ISLAND	591	0	4	476	180	1,251
SOUTH CAROLINA	558	194	4	251	139	1,146
SOUTH DAKOTA	249	255	2	138	67	711
TENNESSEE	1,284	476	3	821	412	2,996
TEXAS	7,312	.	.	2,403	.	9,715
UTAH	459	30	2	140	74	705
VERMONT	218	4	0	91	0	313
VIRGINIA	1,904	127	1	555	110	2,697
WASHINGTON	1,261	89	26	789	347	2,512
WEST VIRGINIA	1,030	11	0	323	109	1,473
WISCONSIN	1,361	47	3	187	58	1,656
WYOMING	128	0	0	65	7	200
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	14	0	0	42	10	66
NORTHERN MARIANAS	0	2	0	0	2	4
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	1	6	0	0	6	13
BUR. OF INDIAN AFFAIRS	28	12	602	3	6	651
U.S. AND INSULAR AREAS	66,156	9,149	1,683	35,269	19,790	132,047
50 STATES, D.C. & P.R.	66,113	9,129	1,081	35,224	19,766	131,313

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PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING SCHOOL YEAR 1988-89

SPECIFIC LEARNING DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	59.39	6.50	0.15	27.35	6.60
ALASKA	45.14	3.99	0.00	42.19	8.68
ARIZONA	50.86	1.91	1.71	37.82	7.69
ARKANSAS	52.93	9.15	0.19	28.54	9.19
CALIFORNIA	19.61	8.80	3.50	9.21	58.87
COLORADO	69.76	1.86	0.09	24.85	3.45
CONNECTICUT	96.78	2.28	0.40	0.40	0.13
DELAWARE	49.20	6.80	0.00	39.00	5.00
DISTRICT OF COLUMBIA	53.57	11.43	0.71	14.29	20.00
FLORIDA	43.66	1.85	0.04	39.61	14.84
GEORGIA	40.23	29.71	0.00	25.15	4.91
HAWAII	36.19	43.66	2.61	11.19	6.34
IDAHO	50.95	4.05	0.24	38.81	5.95
ILLINOIS	51.43	2.07	0.35	24.20	21.95
INDIANA	58.90	3.53	0.00	28.41	9.16
IOWA	60.13	5.51	0.12	21.29	12.95
KANSAS	69.84	0.00	3.94	17.17	9.06
KENTUCKY	57.03	1.13	0.57	28.59	12.67
LOUISIANA	22.88	17.34	0.24	36.23	23.31
MAINE	66.67	1.16	0.00	25.25	6.93
MARYLAND	48.49	3.63	0.00	47.88	0.00
MASSACHUSETTS	70.32	.	3.61	26.08	.
MICHIGAN	36.83	21.56	0.00	21.92	19.69
MINNESOTA	70.32	0.00	4.10	19.83	5.75
MISSISSIPPI	14.91	54.14	0.00	25.96	5.00
MISSOURI	50.80	6.64	0.36	31.12	11.08
MONTANA	63.66	3.18	3.18	19.36	10.61
NEBRASKA	66.21	4.83	0.00	22.07	6.90
NEVADA	35.58	46.82	5.99	7.49	4.12
NEW HAMPSHIRE	38.48	5.71	1.69	39.70	14.42
NEW JERSEY	69.72	0.00	0.19	25.68	4.41
NEW MEXICO	58.63	5.27	0.00	21.86	14.24
NEW YORK	40.76	10.70	0.73	47.81	0.00
NORTH CAROLINA	44.78	7.14	0.06	36.29	11.73
NORTH DAKOTA	62.45	5.24	0.00	22.27	10.04
OHIO	79.46	1.22	0.03	16.63	2.65
OKLAHOMA	63.68	1.01	0.00	24.75	10.56
OREGON	29.74	5.39	0.10	22.67	42.09
PENNSYLVANIA	52.25	1.41	0.03	17.22	29.09
PUERTO RICO	6.79	4.47	5.59	83.15	0.00
RHODE ISLAND	47.24	0.00	0.32	38.05	14.39
SOUTH CAROLINA	48.69	16.93	0.35	21.90	12.13
SOUTH DAKOTA	35.02	35.86	0.28	19.41	9.42
TENNESSEE	42.86	15.89	0.10	27.40	13.75
TEXAS	75.27	.	.	24.73	.
UTAH	65.11	4.26	0.28	19.86	10.50
VERMONT	69.65	1.28	0.00	29.07	0.00
VIRGINIA	70.60	4.71	0.04	20.58	4.08
WASHINGTON	50.20	3.54	1.04	31.41	13.81
WEST VIRGINIA	69.93	0.75	0.00	21.93	7.40
WISCONSIN	82.19	2.84	0.18	11.29	3.50
WYOMING	64.00	0.00	0.00	32.50	3.50
AMERICAN SAMOA	.	.	.	.	.
GUAM	21.21	0.00	0.00	63.64	15.15
NORTHERN MARIANAS	0.00	50.00	0.00	0.00	50.00
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	7.69	46.15	0.00	0.00	46.15
BUR. OF INDIAN AFFAIRS	4.30	1.84	92.47	0.46	0.92
U.S. AND INSULAR AREAS	50.10	6.93	1.27	26.71	14.99
50 STATES, D.C. & P.R.	50.35	6.95	0.82	26.82	15.05

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TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING THE SCHOOL YEAR 1988-89

DEAF-BLINDNESS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	0	0	1	0	0	1
ALASKA	0	0	0	0	0	0
ARIZONA	2	0	0	0	0	2
ARKANSAS	0	0	0	0	0	0
CALIFORNIA	2	0	1	0	7	10
COLORADO	2	3	4	0	0	9
CONNECTICUT	0	1	0	0	0	1
DELAWARE	1	1	2	2	0	6
DISTRICT OF COLUMBIA	0	0	0	0	0	0
FLORIDA	7	0	0	0	18	25
GEORGIA	2	0	0	0	0	2
HAWAII	0	2	0	0	0	2
IDAHO	0	0	0	0	0	0
ILLINOIS	1	0	0	0	2	3
INDIANA	1	0	0	0	0	1
IOWA	0	0	0	0	0	0
KANSAS	1	0	2	0	0	3
KENTUCKY	2	0	0	1	0	3
LOUISIANA	2	6	0	5	1	14
MAINE	0	0	0	0	0	0
MARYLAND	0	0	0	0	0	0
MASSACHUSETTS	5	.	0	1	.	6
MICHIGAN	.	.	.	.	.	.
MINNESOTA	1	0	0	0	0	1
MISSISSIPPI	0	0	0	0	0	0
MISSOURI	22	4	0	4	0	30
MONTANA	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0
NEW JERSEY	21	0	0	2	0	23
NEW MEXICO	2	0	4	0	0	6
NEW YORK	1	4	0	1	0	6
NORTH CAROLINA	0	1	0	0	0	1
NORTH DAKOTA	0	0	0	0	0	0
OHIO	0	0	0	0	0	0
OKLAHOMA	0	0	0	0	0	0
OREGON	1	0	3	0	0	4
PENNSYLVANIA	0	0	0	0	0	0
PUERTO RICO	2	0	2	4	0	8
RHODE ISLAND	0	0	0	3	0	3
SOUTH CAROLINA	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0
TENNESSEE	0	1	0	2	0	3
TEXAS	11	.	.	1	.	12
UTAH	1	2	0	0	0	3
VERMONT	0	0	0	0	0	0
VIRGINIA	0	0	0	0	0	0
WASHINGTON	0	0	0	36	2	38
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	1	0	1
NORTHERN MARIANAS	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	0	0	0	0
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND INSULAR AREAS	90	25	19	63	30	227
50 STATES, D.C. & P.R.	90	25	19	62	30	226

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TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING SCHOOL YEAR 1988-89

DEAF-BLINDNESS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	0.00	0.00	100.00	0.00	0.00
ALASKA	.	.	.	.	.
ARIZONA	100.00	0.00	0.00	0.00	0.00
ARKANSAS	.	.	.	.	.
CALIFORNIA	20.00	0.00	10.00	0.00	70.00
COLORADO	22.22	33.33	44.44	0.00	0.00
CONNECTICUT	0.00	100.00	0.00	0.00	0.00
DELAWARE	16.67	16.67	33.33	33.33	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	28.00	0.00	0.00	0.00	72.00
GEORGIA	100.00	0.00	0.00	0.00	0.00
HAWAII	0.00	100.00	0.00	0.00	0.00
IDAHO	.	.	.	.	.
ILLINOIS	33.33	0.00	0.00	0.00	66.67
INDIANA	100.00	0.00	0.00	0.00	0.00
IOWA	.	.	.	.	.
KANSAS	33.33	0.00	66.67	0.00	0.00
KENTUCKY	66.67	0.00	0.00	33.33	0.00
LOUISIANA	14.29	42.86	0.00	35.71	7.14
MAINE	.	.	.	.	.
MARYLAND	.	.	.	.	.
MASSACHUSETTS	83.33	.	0.00	16.67	.
MICHIGAN	.	.	.	.	.
MINNESOTA	100.00	0.00	0.00	0.00	0.00
MISSISSIPPI	.	.	.	.	.
MISSOURI	73.33	13.33	0.00	13.33	0.00
MONTANA	.	.	.	.	.
NEBRASKA	.	.	.	.	.
NEVADA	.	.	.	.	.
NEW HAMPSHIRE	.	.	.	.	.
NEW JERSEY	91.30	0.00	0.00	8.70	0.00
NEW MEXICO	33.33	0.00	66.67	0.00	0.00
NEW YORK	16.67	66.67	0.00	16.67	0.00
NORTH CAROLINA	0.00	100.00	0.00	0.00	0.00
NORTH DAKOTA	.	.	.	.	.
OHIO	.	.	.	.	.
OKLAHOMA	.	.	.	.	.
OREGON	25.00	0.00	75.00	0.00	0.00
PENNSYLVANIA	.	.	.	.	.
PUERTO RICO	25.00	0.00	25.00	50.00	0.00
RHODE ISLAND	0.00	0.00	0.00	100.00	0.00
SOUTH CAROLINA	.	.	.	.	.
SOUTH DAKOTA	.	.	.	.	.
TENNESSEE	0.00	33.33	0.00	66.67	0.00
TEXAS	91.67	.	.	8.33	.
UTAH	33.33	66.67	0.00	0.00	0.00
VERMONT	.	.	.	.	.
VIRGINIA	.	.	.	.	.
WASHINGTON	0.00	0.00	0.00	94.74	5.26
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	.	.	.	.	.
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	0.00	0.00	0.00	100.00	0.00
NORTHERN MARIANAS	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	39.65	11.01	8.37	[illegible]	13.22
50 STATES, D.C. & P.R.	39.82	11.06	8.41	27.43	13.27

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TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1988-89

MULTIPLE DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	3	41	17	5	5	71
ALASKA	1	3	1	0	2	7
ARIZONA	39	11	21	8	0	79
ARKANSAS	17	9	0	2	0	28
CALIFORNIA	86	40	15	39	263	443
COLORADO	61	26	11	33	3	134
CONNECTICUT	2	5	5	0	0	12
DELAWARE	7	6	0	9	7	29
DISTRICT OF COLUMBIA	2	15	2	0	0	19
FLORIDA	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.
HAWAII	0	0	0	0	0	0
IDAHO	0	0	0	0	0	0
ILLINOIS	0	0	0	0	0	0
INDIANA	7	63	14	4	0	88
IOWA	15	31	9	5	3	63
KANSAS	7	0	8	0	3	18
KENTUCKY	17	25	11	8	8	69
LOUISIANA	3	6	4	8	5	26
MAINE	21	5	5	8	1	40
MARYLAND	10	1	0	15	0	26
MASSACHUSETTS	108	.	6	40	.	154
MICHIGAN	7	1	19	3	20	50
MINNESOTA	0	0	0	0	0	0
MISSISSIPPI	0	6	0	0	0	6
MISSOURI	74	16	0	122	6	218
MONTANA	2	0	0	0	1	3
NEBRASKA	0	0	1	0	2	3
NEVADA	0	6	0	0	0	6
NEW HAMPSHIRE	2	0	11	2	1	16
NEW JERSEY	182	0	25	39	18	264
NEW MEXICO	22	15	1	6	5	49
NEW YORK	38	217	39	72	0	366
NORTH CAROLINA	11	40	14	6	6	77
NORTH DAKOTA	.	.	.	.	.	.
OHIO	117	67	99	21	7	311
OKLAHOMA	18	10	5	2	1	36
OREGON	.	.	.	.	.	.
PENNSYLVANIA	0	0	0	0	0	0
PUERTO RICO	1	5	48	41	0	95
RHODE ISLAND	2	0	9	0	1	12
SOUTH CAROLINA	0	8	6	1	0	15
SOUTH DAKOTA	1	1	3	3	6	14
TENNESSEE	7	41	11	5	4	68
TEXAS	123	.	.	24	.	147
UTAH	4	30	5	1	2	42
VERMONT	2	1	1	0	0	4
VIRGINIA	4	99	22	6	2	133
WASHINGTON	40	3	21	19	13	96
WEST VIRGINIA	0	0	0	0	0	0
WISCONSIN	272	57	52	49	27	457
WYOMING	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	1	2	3
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	0	0	2	0	0	2
BUR. OF INDIAN AFFAIRS	5	7	17	0	0	29
U.S. AND INSULAR AREAS	1,340	917	540	607	424	3,828
50 STATES, D.C. & P.R.	1,335	910	521	606	422	3,794

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TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING SCHOOL YEAR 1988-89

MULTIPLE DISABILITIES

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	4.23	57.75	23.94	7.04	7.04
ALASKA	14.29	42.86	14.29	0.00	28.57
ARIZONA	49.37	13.92	26.58	10.13	0.00
ARKANSAS	60.71	32.14	0.00	7.14	0.00
CALIFORNIA	19.41	9.03	3.39	8.80	59.37
COLORADO	45.52	19.40	8.21	24.63	2.24
CONNECTICUT	16.67	41.67	41.67	0.00	0.00
DELAWARE	24.14	20.69	0.00	31.03	24.14
DISTRICT OF COLUMBIA	10.53	78.95	10.53	0.00	0.00
FLORIDA	.	.	.	.	.
GEORGIA	.	.	.	.	.
HAWAII	.	.	.	.	.
IDAHO	.	.	.	.	.
ILLINOIS	.	.	.	.	.
INDIANA	7.95	71.59	15.91	4.55	0.00
IOWA	23.81	49.21	14.29	7.94	4.76
KANSAS	38.89	0.00	44.44	0.00	16.67
KENTUCKY	24.64	36.23	15.94	11.59	11.59
LOUISIANA	11.54	23.08	15.38	30.77	19.23
MAINE	52.50	12.50	12.50	20.00	2.50
MARYLAND	38.46	3.85	0.00	57.69	0.00
MASSACHUSETTS	70.13	.	3.90	25.97	.
MICHIGAN	14.00	2.00	38.00	5.00	40.00
MINNESOTA	.	.	.	.	.
MISSISSIPPI	0.00	100.00	0.00	0.00	0.00
MISSOURI	33.94	7.34	0.00	55.96	2.75
MONTANA	66.67	0.00	0.00	0.00	33.33
NEBRASKA	0.00	0.00	33.33	0.00	66.67
NEVADA	0.00	100.00	0.00	0.00	0.00
NEW HAMPSHIRE	12.50	0.00	68.75	12.50	6.25
NEW JERSEY	68.94	0.00	9.47	14.77	6.82
NEW MEXICO	44.90	30.61	2.04	12.24	10.20
NEW YORK	10.38	59.29	10.66	19.67	0.00
NORTH CAROLINA	14.29	51.95	18.18	7.79	7.79
NORTH DAKOTA	.	.	.	.	.
OHIO	37.62	21.54	31.83	6.75	2.25
OKLAHOMA	50.00	27.78	13.89	5.56	2.78
OREGON	.	.	.	.	.
PENNSYLVANIA	.	.	.	.	.
PUERTO RICO	1.05	5.26	50.53	43.16	0.00
RHODE ISLAND	16.67	0.00	75.00	0.00	8.33
SOUTH CAROLINA	0.00	53.33	40.00	6.67	0.00
SOUTH DAKOTA	7.14	7.14	21.43	21.43	42.86
TENNESSEE	10.29	60.29	16.18	7.35	5.88
TEXAS	83.67	.	.	16.33	.
UTAH	9.52	71.43	11.90	2.38	4.76
VERMONT	50.00	25.00	25.00	0.00	0.00
VIRGINIA	3.01	74.44	16.54	4.51	1.50
WASHINGTON	41.67	3.13	21.88	19.79	13.54
WEST VIRGINIA	.	.	.	.	.
WISCONSIN	59.52	12.47	11.38	10.72	5.91
WYOMING	.	.	.	.	.
AMERICAN SAMOA	.	.	.	.	.
GUAM	.	.	.	.	.
NORTHERN MARIANAS	0.00	0.00	0.00	33.33	66.67
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	0.00	0.00	100.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	17.24	24.14	58.62	0.00	0.00
U.S. AND INSULAR AREAS	35.01	23.96	14.11	15.86	11.08
50 STATES, D.C. & P.R.	35.19	23.99	13.73	15.97	11.12

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TABLE AD1

NUMBER OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM
DURING THE SCHOOL YEAR 1988-89

HEARING IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT	TOTAL EXITING THE SYSTEM
ALABAMA	28	6	1	5	7	47
ALASKA	11	0	0	2	1	14
ARIZONA	44	3	2	14	3	66
ARKANSAS	28	3	0	8	1	40
CALIFORNIA	84	37	14	36	240	411
COLORADO	50	0	0	6	1	57
CONNECTICUT	17	1	1	0	0	19
DELAWARE	11	1	0	1	0	13
DISTRICT OF COLUMBIA	C	0	0	0	0	0
FLORIDA	156	18	1	14	8	197
GEORGIA	18	17	0	12	7	54
HAWAII	13	10	4	2	5	34
IDAHO	4	0	0	0	0	4
ILLINOIS	116	5	2	14	88	225
INDIANA	73	27	0	6	5	111
IOWA	42	3	0	5	3	53
KANSAS	71	0	0	5	3	79
KENTUCKY	47	7	1	10	3	68
LOUISIANA	29	34	0	22	9	94
MAINE	22	1	0	3	0	26
MARYLAND	11	0	0	3	0	14
MASSACHUSETTS	68	0	4	24	0	96
MICHIGAN	72	13	0	16	30	131
MINNESOTA	46	0	3	3	3	55
MISSISSIPPI	4	3	0	1	1	9
MISSOURI	48	4	0	12	0	64
MONTANA	3	0	0	0	0	3
NEBRASKA	8	0	0	0	0	8
NEVADA	7	1	0	1	0	9
NEW HAMPSHIRE	5	2	0	4	3	14
NEW JERSEY	91	0	0	18	4	113
NEW MEXICO	18	9	0	7	1	35
NEW YORK	93	29	3	41	0	166
NORTH CAROLINA	80	26	0	12	5	123
NORTH DAKOTA	0	0	0	0	1	1
OHIO	107	7	0	11	6	131
OKLAHOMA	44	0	0	2	3	49
OREGON	49	9	1	8	25	92
PENNSYLVANIA	650	1	47	11	59	768
PUERTO RICO	15	17	27	63	0	122
RHODE ISLAND	12	0	1	4	1	18
SOUTH CAROLINA	19	8	0	6	5	38
SOUTH DAKOTA	12	21	0	0	3	36
TENNESSEE	47	24	1	11	7	90
TEXAS	174	.	.	12	.	186
UTAH	33	0	0	6	2	41
VERMONT	11	0	0	4	0	15
VIRGINIA	52	4	0	3	2	61
WASHINGTON	30	4	3	19	8	64
WEST VIRGINIA	16	0	0	2	2	20
WISCONSIN	12	0	0	1	2	15
WYOMING	13	1	0	0	1	15
AMERICAN SAMOA	0	0	0	1	0	1
GUAM	0	0	0	0	0	0
NORTHERN MARIANAS	0	1	0	0	0	1
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	0	1	0	0	0	1
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0
U.S. AND INSULAR AREAS	2,714	358	116	471	558	4,217
50 STATES, D.C. & P.R.	2,714	356	116	470	558	4,214

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TABLE AD1

PERCENTAGE OF STUDENTS AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM DURING SCHOOL YEAR 1988-89

HEARING IMPAIRMENTS

STATE	GRADUATED WITH DIPLOMA	GRADUATED THROUGH CERTIFICATION	REACHED MAXIMUM AGE	DROPPED OUT	OTHER BASIS OF EXIT
ALABAMA	59.57	12.77	2.13	10.64	14.89
ALASKA	78.57	0.00	0.00	14.29	7.14
ARIZONA	66.67	4.55	3.03	21.21	4.55
ARKANSAS	70.00	7.50	0.00	20.00	2.50
CALIFORNIA	20.44	9.00	3.41	8.76	58.39
COLORADO	87.72	0.00	0.00	10.53	1.75
CONNECTICUT	89.47	5.26	5.26	0.00	0.00
DELAWARE	84.62	7.69	0.00	7.69	0.00
DISTRICT OF COLUMBIA	.	.	.	.	.
FLORIDA	79.19	9.14	0.51	7.11	4.06
GEORGIA	33.33	31.48	0.00	22.22	12.96
HAWAII	38.24	29.41	11.76	5.88	14.71
IDAHO	100.00	0.00	0.00	0.00	0.00
ILLINOIS	51.56	2.22	0.89	6.22	39.11
INDIANA	65.77	24.32	0.00	5.41	4.50
IOWA	79.25	5.66	0.00	9.43	5.66
KANSAS	89.87	0.00	0.00	6.33	3.80
KENTUCKY	69.12	10.29	1.47	14.71	4.41
LOUISIANA	30.85	36.17	0.00	23.40	9.57
MAINE	84.62	3.85	0.00	11.54	0.00
MARYLAND	78.57	0.00	0.00	21.43	0.00
MASSACHUSETTS	70.83	0.00	4.17	25.00	0.00
MICHIGAN	54.96	9.92	0.00	12.21	22.90
MINNESOTA	83.64	0.00	5.45	5.45	5.45
MISSISSIPPI	44.44	33.33	0.00	11.11	11.11
MISSOURI	75.00	6.25	0.00	18.75	0.00
MONTANA	100.00	0.00	0.00	0.00	0.00
NEBRASKA	100.00	0.00	0.00	0.00	0.00
NEVADA	77.78	11.11	0.00	11.11	0.00
NEW HAMPSHIRE	35.71	14.29	0.00	28.57	21.43
NEW JERSEY	80.53	0.00	0.00	15.93	3.54
NEW MEXICO	51.43	25.71	0.00	20.00	2.86
NEW YORK	56.02	17.47	1.81	24.70	0.00
NORTH CAROLINA	65.04	21.14	0.00	9.76	4.07
NORTH DAKOTA	0.00	0.00	0.00	0.00	100.00
OHIO	81.68	5.34	0.00	8.40	4.58
OKLAHOMA	89.80	0.00	0.00	4.08	6.12
OREGON	53.26	9.78	1.09	8.70	27.17
PENNSYLVANIA	84.64	0.13	6.12	1.43	7.68
PUERTO RICO	12.30	13.93	22.13	51.64	0.00
RHODE ISLAND	66.67	0.00	5.56	22.22	5.56
SOUTH CAROLINA	50.00	21.05	0.00	15.79	13.16
SOUTH DAKOTA	33.33	58.33	0.00	0.00	8.33
TENNESSEE	52.22	26.67	1.11	12.22	7.78
TEXAS	93.55	.	.	6.45	.
UTAH	80.49	0.00	0.00	14.63	4.88
VERMONT	73.33	0.00	0.00	26.67	0.00
VIRGINIA	85.25	6.56	0.00	4.92	3.28
WASHINGTON	46.88	6.25	4.69	29.69	12.50
WEST VIRGINIA	80.00	0.00	0.00	10.00	10.00
WISCONSIN	80.00	0.00	0.00	6.67	13.33
WYOMING	86.67	6.67	0.00	0.00	6.67
AMERICAN SAMOA	0.00	0.00	0.00	100.00	0.00
GUAM	.	.	.	.	.
NORTHERN MARIANAS	0.00	100.00	0.00	0.00	0.00
TRUST TERRITORIES	.	.	.	.	.
VIRGIN ISLANDS	0.00	100.00	0.00	0.00	0.00
BUR. OF INDIAN AFFAIRS	.	.	.	.	.
U.S. AND INSULAR AREAS	64.36	8.49	2.75	11.17	13.23
50 STATES, D.C. & P.R.	64.40	8.45	2.75	11.15	13.24

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TABLE AD2

U.S. AND INSULAR AREAS
NUMBER AND PERCENTAGE OF STUDENTS WITH DISABILITIES EXITING THE EDUCATIONAL SYSTEM BY AGE, AND BY BASIS OF EXIT

DURING THE 1988-89 SCHOOL YEAR

ALL DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	61	0.70	818	9.39	255	2.93	1,234	14.16	6,344	72.82	8,712	100
15	70	0.65	721	6.67	312	2.89	2,709	25.07	6,995	64.73	10,807	100
16	662	2.55	810	3.12	222	0.86	16,255	62.64	8,002	30.84	25,951	100
17	14,424	35.33	2,326	5.70	280	0.69	16,354	40.06	7,443	18.23	40,827	100
18	44,851	60.11	7,667	10.28	191	0.26	15,387	20.62	6,519	8.74	74,615	100
19	27,316	61.33	5,721	12.84	94	0.21	7,374	16.56	4,034	9.06	44,539	100
20	7,060	50.19	2,748	19.54	299	2.13	2,399	17.05	1,561	11.10	14,067	100
21	3,169	27.45	2,575	22.31	2,821	24.44	953	8.26	2,026	17.55	11,544	100
21+	446	14.20	680	21.66	1,805	57.48	100	3.18	109	3.47	3,140	100
14-21+	109,033	43.86	24,066	9.68	6,279	2.53	66,179	26.62	43,033	17.31	248,590	100

SPECIFIC LEARNING DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	19	0.44	326	7.57	169	3.93	676	15.71	3,114	72.35	4,304	100
15	51	0.93	352	6.45	233	4.27	1,370	25.11	3,451	63.24	5,457	100
16	385	2.96	379	2.92	154	1.19	8,200	63.10	3,877	29.83	12,995	100
17	9,333	40.58	1,149	5.00	180	0.78	8,676	37.72	3,662	15.92	23,000	100
18	28,110	64.93	3,619	8.36	72	0.17	8,540	19.73	2,953	6.82	43,294	100
19	16,448	67.30	2,259	9.24	33	0.14	3,952	16.17	1,748	7.15	24,440	100
20	3,489	57.88	819	13.59	20	0.33	1,135	18.83	565	9.37	6,028	100
21	965	43.04	238	10.62	334	14.90	306	13.65	399	17.80	2,242	100
21+	44	7.69	8	1.40	488	85.31	11	1.92	21	3.67	572	100
14-21+	66,156	50.10	9,149	6.93	1,683	1.27	35,269	26.71	19,790	14.99	132,047	100

SPEECH OR LANGUAGE IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	4	0.25	228	14.17	31	1.93	97	6.03	1,249	77.63	1,609	100
15	2	0.14	119	8.51	20	1.43	124	8.87	1,133	81.04	1,398	100
16	73	2.77	95	3.61	15	0.57	1,311	49.79	1,139	43.26	2,633	100
17	820	33.00	137	5.51	3	0.12	577	23.22	948	38.15	2,485	100
18	2,459	55.71	388	8.79	3	0.07	464	10.51	1,100	24.92	4,414	100
19	1,113	44.72	347	13.94	1	0.04	239	9.60	789	31.70	2,489	100
20	241	34.63	85	12.21	3	0.43	75	10.78	292	41.95	696	100
21	90	7.06	220	17.25	84	6.59	40	3.14	841	65.96	1,275	100
21+	12	4.80	7	2.80	225	90.00	3	1.20	3	1.20	250	100
14-21+	4,924	28.33	1,626	9.36	385	2.22	2,951	16.98	7,494	43.12	17,380	100

THE FIGURE FOR 14-21+ WILL NOT EQUAL THE SUM OF THE FIGURES FOR INDIVIDUAL AGE YEARS BECAUSE TEXAS DID NOT APPORTION CHILDREN BY INDIVIDUAL AGE YEAR.

DATA AS OF OCTOBER 1, 1990.

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U.S. AND INSULAR AREAS
NUMBER AND PERCENTAGE OF STUDENTS WITH DISABILITIES EXITING THE EDUCATIONAL SYSTEM BY AGE, AND BY BASIS OF EXIT

DURING THE 1988-89 SCHOOL YEAR

MENTAL RETARDATION

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	10	1.29	22	2.83	25	3.22	162	20.85	558	71.81	777	100
15	4	0.35	23	2.00	11	0.96	442	38.50	668	58.19	1,148	100
16	31	0.90	33	0.96	20	0.58	2,471	71.87	883	25.68	3,438	100
17	1,118	20.34	550	10.01	23	0.42	2,829	51.47	976	17.76	5,496	100
18	6,559	49.61	2,792	21.12	42	0.32	2,904	21.97	923	6.98	13,220	100
19	6,181	55.79	2,497	22.54	32	0.29	1,727	15.59	643	5.80	11,080	100
20	2,054	43.55	1,452	30.79	150	3.18	741	15.71	319	6.76	4,716	100
21	1,327	25.98	1,587	31.07	1,423	27.86	399	7.81	372	7.28	5,108	100
21+	272	17.34	468	29.83	728	46.40	60	3.82	41	2.61	1,569	100
14-21+	19,053	39.47	9,424	19.52	2,454	5.08	11,959	24.77	5,383	11.15	48,273	100

SERIOUS EMOTIONAL DISTURBANCE

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	21	1.41	205	13.75	16	1.07	220	14.76	1,029	69.01	1,491	100
15	9	0.40	192	8.61	35	1.57	654	29.33	1,340	60.09	2,230	100
16	98	1.67	226	3.85	31	0.53	3,864	65.83	1,651	28.13	5,870	100
17	2,397	30.00	357	4.47	66	0.83	3,751	46.95	1,419	17.76	7,990	100
18	4,384	48.39	471	5.20	46	0.51	2,992	33.03	1,166	12.87	9,059	100
19	2,005	49.42	262	6.46	23	0.57	1,179	29.06	588	14.49	4,057	100
20	535	42.33	92	7.28	58	4.59	301	23.81	278	21.99	1,264	100
21	342	25.89	65	4.92	511	38.68	71	5.37	332	25.13	1,321	100
21+	20	16.81	16	13.45	40	33.61	18	15.13	25	21.01	119	100
14-21+	10,749	30.74	1,886	5.39	826	2.36	13,673	39.11	7,828	22.39	34,962	100

HEARING IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	2	1.80	9	8.11	0	0.00	16	14.41	84	75.68	111	100
15	0	0.00	7	6.86	0	0.00	13	12.75	82	80.39	102	100
16	42	18.50	9	3.96	1	0.44	86	37.89	89	39.21	227	100
17	211	49.18	31	7.23	4	0.93	98	22.84	85	19.81	429	100
18	1,240	81.74	86	5.67	0	0.00	116	7.65	75	4.94	1,517	100
19	614	69.69	110	12.49	1	0.11	64	7.26	92	10.44	881	100
20	302	71.39	57	13.48	5	1.18	34	8.04	25	5.91	423	100
21	112	37.46	45	15.05	87	29.10	31	10.37	24	8.03	299	100
21+	17	40.48	4	9.52	18	42.86	1	2.38	2	4.76	42	100
14-21+	2,714	64.36	358	8.49	116	2.75	471	11.17	558	13.23	4,217	100

THE FIGURE FOR 14-21+ WILL NOT EQUAL THE SUM OF THE FIGURES FOR INDIVIDUAL AGE YEARS BECAUSE TEXAS DID NOT APPORTION CHILDREN BY INDIVIDUAL AGE YEAR.

DATA AS OF OCTOBER 1, 1990.

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U.S. AND INSULAR AREAS
NUMBER AND PERCENTAGE OF STUDENTS WITH DISABILITIES EXITING THE EDUCATIONAL SYSTEM BY AGE, AND BY BASIS OF EXIT

DURING THE 1988-89 SCHOOL YEAR

MULTIPLE DISABILITIES

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	14	14.14	11	11.11	11	11.11	63	63.64	99	100
15	0	0.00	12	9.92	8	6.61	31	25.62	70	57.85	121	100
16	7	3.02	29	12.50	1	0.43	114	49.14	81	34.91	232	100
17	116	31.10	37	9.92	2	0.54	150	40.21	68	18.23	373	100
18	466	59.36	123	15.67	2	0.25	127	16.18	67	8.54	785	100
19	243	51.92	116	24.79	3	0.64	72	15.38	34	7.26	468	100
20	146	35.87	147	36.12	50	12.29	45	11.06	19	4.67	407	100
21	180	23.08	300	38.46	260	33.33	30	3.85	10	1.28	780	100
21+	59	14.18	139	33.41	203	48.80	3	0.72	12	2.88	416	100
14-21+	1,340	35.01	917	23.96	540	14.11	607	15.86	424	11.08	3,828	100

ORTHOPEDIC IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	13	11.30	1	0.87	10	8.70	91	79.13	115	100
15	0	0.00	6	5.45	2	1.82	17	15.45	85	77.27	110	100
16	6	3.13	18	9.38	0	0.00	59	30.73	109	56.77	192	100
17	154	40.63	28	7.39	2	0.53	82	21.64	113	29.82	379	100
18	632	70.38	72	8.02	10	1.11	87	9.69	97	10.80	898	100
19	319	69.35	44	9.57	0	0.00	41	8.91	56	12.17	460	100
20	141	61.04	41	17.75	4	1.73	28	12.12	17	7.36	231	100
21	85	36.80	53	22.94	51	22.08	15	6.49	27	11.69	231	100
21+	15	20.27	15	20.27	38	51.35	3	4.05	3	4.05	74	100
14-21+	1,540	53.29	290	10.03	108	3.74	354	12.25	598	20.69	2,890	100

OTHER HEALTH IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	3	2.05	1	0.68	2	1.37	24	16.44	116	79.45	146	100
15	3	1.72	7	4.02	3	1.72	36	20.69	125	71.84	174	100
16	14	6.09	15	6.52	0	0.00	79	34.35	122	53.04	230	100
17	147	36.03	27	6.62	0	0.00	116	28.43	118	28.92	408	100
18	443	60.19	89	12.09	16	2.17	98	13.32	90	12.23	736	100
19	202	57.39	50	14.20	0	0.00	51	14.49	49	13.92	352	100
20	74	48.68	31	20.39	3	1.97	21	13.82	23	15.13	152	100
21	26	18.57	39	27.86	34	24.29	29	20.71	12	8.57	140	100
21+	4	6.45	11	17.74	45	72.58	1	1.61	1	1.61	62	100
14-21+	1,434	47.83	270	9.01	103	3.44	535	17.85	656	21.88	2,998	100

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U.S. AND INSULAR AREAS
NUMBER AND PERCENTAGE OF STUDENTS WITH DISABILITIES EXITING THE EDUCATIONAL SYSTEM BY AGE, AND BY BASIS OF EXIT

DURING THE 1988-89 SCHOOL YEAR

VISUAL IMPAIRMENTS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	2	3.70	0	0.00	0	0.00	14	25.93	38	70.37	54	100
15	1	1.79	3	5.36	0	0.00	14	25.00	38	67.86	56	100
16	6	5.36	6	5.36	0	0.00	59	52.68	41	36.61	112	100
17	116	49.79	9	3.86	0	0.00	62	26.61	46	19.74	233	100
18	520	81.76	22	3.46	0	0.00	51	8.02	43	6.76	636	100
19	176	62.41	28	9.93	1	0.35	42	14.89	35	12.41	282	100
20	70	52.63	19	14.29	4	3.01	18	13.53	22	16.54	133	100
21	37	31.62	25	21.37	24	20.51	23	19.66	8	6.84	117	100
21+	2	7.14	9	32.14	16	57.14	0	0.00	1	3.57	28	100
14-21+	1,033	58.43	121	6.84	45	2.55	297	16.80	272	15.38	1,768	100

DEAF-BLINDNESS

AGE GROUP	GRADUATED WITH DIPLOMA		GRADUATED WITH CERTIFICATE		REACHED MAXIMUM AGE		DROPPED OUT		OTHER BASIS OF EXIT		TOTAL EXITING THE SYSTEM	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
14	0	0.00	0	0.00	0	0.00	4	66.67	2	33.33	6	100
15	0	0.00	0	0.00	0	0.00	8	72.73	3	27.27	11	100
16	0	0.00	0	0.00	0	0.00	12	54.55	10	45.45	22	100
17	12	35.29	1	2.94	0	0.00	13	38.24	8	23.53	34	100
18	38	67.86	5	8.93	0	0.00	8	14.29	5	8.93	56	100
19	15	50.00	8	26.67	0	0.00	7	23.33	0	0.00	30	100
20	8	47.06	5	29.41	2	11.76	1	5.88	1	5.88	17	100
21	5	16.13	3	9.68	13	41.94	9	29.03	1	3.23	31	100
21+	1	12.50	3	37.50	4	50.00	0	0.00	0	0.00	8	100
14-21+	90	39.65	25	11.01	19	8.37	63	27.75	30	13.22	227	100

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TABLE AE1

ANTICIPATED SERVICES NEEDED FOR THE 1989-90 SCHOOL YEAR BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

ALL DISABILITIES

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES
ALABAMA	2,701	761	118	20	121	154	403	539	351	186
ALASKA	22	28	0	0	1	4	7	9	4	2
ARIZONA	2,137	422	389	247	520	165	694	377	364	609
ARKANSAS	628	204	40	22	28	50	169	147	153	53
CALIFORNIA	2,789	1,347	510	249	132	393	769	1,300	1,270	746
COLORADO	362	31	19	15	12	64	32	111	105	47
CONNECTICUT	.	63	10	2	1	20	52	27	8	29
DELAWARE	392	70	10	10	2	6	86	74	129	25
DISTRICT OF COLUMBIA	159	89	0	0	1	11	111	15	68	9
FLORIDA	3,750	991	228	143	65	487	1,755	725	689	327
GEORGIA	785	424	64	31	37	137	320	233	248	91
HAWAII	210	83	140	29	78	41	110	76	75	23
IDAHO	216	66	14	9	14	26	42	64	63	44
ILLINOIS	1,042	132	13	25	14	89	55	106	289	149
INDIANA	1,268	534	56	16	48	162	347	349	369	172
IOWA	765	226	63	26	55	107	249	328	414	239
KANSAS	407	158	45	31	32	76	125	169	137	122
KENTUCKY	1,482	374	92	36	59	100	479	429	401	63
LOUISIANA	.	.	.	.	.	.	.	.	.	.
MAINE	2,095	441	134	141	36	1,709	667	655	655	370
MARYLAND	401	179	60	28	54	76	19	196	125	82
MASSACHUSETTS	83	405	5	30	11	558	138	92	842	413
MICHIGAN	92	9	2	4	1	157	10	28	0	38
MINNESOTA	2,584	166	153	15	11	404	68	326	189	99
MISSISSIPPI	974	414	32	14	47	154	323	335	365	42
MISSOURI	1,608	432	106	8	22	188	318	266	322	56
MONTANA	212	46	2	0	8	10	51	70	84	26
NEBRASKA	63	47	14	6	3	174	4	0	14	0
NEVADA	41	25	1	2	0	3	18	19	27	22
NEW HAMPSHIRE	38	8	4	1	1	1	10	17	8	5
NEW JERSEY	3,648	534	60	40	30	252	821	368	539	113
NEW MEXICO	539	123	37	15	44	92	112	99	99	53
NEW YORK	1,539	2,390	126	76	62	0	248	830	1,527	270
NORTH CAROLINA	2,259	670	124	64	65	238	843	575	739	251
NORTH DAKOTA	33	10	3	0	6	18	9	26	15	14
OHIO	1,454	445	94	59	41	204	345	425	344	186
OKLAHOMA	791	255	55	44	88	114	325	237	143	61
OREGON	117	61	1	32	2	24	38	57	18	29
PENNSYLVANIA	3,514	167	232	359	27	159	108	42	88	71
PUERTO RICO	66	141	11	20	81	36	40	22	83	12
RHODE ISLAND	11	0	0	0	4	0	0	0	0	1
SOUTH CAROLINA	928	344	62	15	20	79	303	208	313	117
SOUTH DAKOTA	114	11	2	1	1	22	14	21	18	12
TENNESSEE	614	214	108	36	13	122	244	361	304	163
TEXAS	11,575	2,318	639	211	85	475	2,819	2,387	1,277	978
UTAH	463	62	26	11	19	109	138	86	68	23
VERMONT	41	0	1	1	0	3	3	7	0	1
VIRGINIA	1,156	292	73	23	41	143	266	328	204	87
WASHINGTON	2,667	460	56	27	7	78	261	291	442	131
WEST VIRGINIA	420	126	11	7	26	48	145	60	55	22
WISCONSIN	893	235	19	16	13	116	126	241	382	105
WYOMING	23	5	2	1	0	0	1	7	4	5
AMERICAN SAMOA	3	1	0	0	0	0	1	1	1	0
GUAM	69	0	0	0	0	5	44	1	1	0
NORTHERN MARIANAS	7	4	1	0	0	1	5	3	7	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	282	4	5	0	0	30	227	226	45	8
U.S. AND INSULAR AREAS	60,512	17,047	4,072	2,218	2,089	7,894	14,917	13,971	14,484	6,802
50 STATES, D.C. & P.R.	60,151	17,038	4,066	2,218	2,089	7,858	14,640	13,740	14,430	6,794

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TABLE AE1

ANTICIPATED SERVICES NEEDED FOR THE 1989–90 SCHOOL YEAR BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

ALL DISABILITIES

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	2,844	1,685	2,623	794	2,646	13	15,959	1,079
ALASKA	49	15	20	2	33	1	197	516
ARIZONA	1,391	1,283	1,161	869	1,130	306	12,064	300
ARKANSAS	1,082	398	768	257	563	39	4,601	605
CALIFORNIA	3,751	1,411	2,345	708	2,593	2,044	22,357	18,409
COLORADO	654	159	414	101	299	275	2,700	1,484
CONNECTICUT	125	50	438	46	11	713	1,595	27,612
DELAWARE	379	162	309	141	247	119	2,161	59
DISTRICT OF COLUMBIA	137	112	100	44	135	0	991	14
FLORIDA	4,058	1,923	3,361	1,430	2,679	156	22,767	871
GEORGIA	1,162	489	973	398	1,052	79	6,523	444
HAWAII	81	104	100	74	88	12	1,324	0
IDAHO	292	146	228	86	279	29	1,618	65
ILLINOIS	1,049	449	2,385	306	1,505	488	8,096	7,729
INDIANA	1,579	910	1,416	507	1,860	168	9,761	1,443
IOWA	1,162	737	740	457	711	242	6,521	809
KANSAS	588	348	361	190	278	240	3,307	551
KENTUCKY	2,019	1,050	1,449	630	1,342	250	10,255	767
LOUISIANA	.	.	.	.	.	.	.	.
MAINE	2,500	1,254	2,500	1,034	2,500	787	17,478	3,449
MARYLAND	932	718	527	215	738	185	4,535	0
MASSACHUSETTS	128	90	477	40	303	12	3,627	0
MICHIGAN	350	350	414	350	350	182	2,337	4,637
MINNESOTA	1,413	1,340	699	311	634	7	8,419	0
MISSISSIPPI	1,334	706	1,364	493	1,137	130	7,864	267
MISSOURI	1,900	944	1,672	892	1,566	66	10,366	553
MONTANA	256	123	196	53	138	10	1,285	77
NEBRASKA	98	5	0	0	19	0	427	224
NEVADA	73	54	50	21	50	2	408	87
NEW HAMPSHIRE	49	19	43	9	36	10	259	160
NEW JERSEY	3,110	1,317	2,478	882	2,828	510	17,510	3,662
NEW MEXICO	584	311	426	168	231	48	2,981	422
NEW YORK	773	444	390	675	686	0	10,036	0
NORTH CAROLINA	2,745	1,566	2,445	608	2,248	315	15,755	2,068
NORTH DAKOTA	29	38	28	0	21	23	273	.
OHIO	1,853	1,020	1,394	476	1,378	90	9,808	7,145
OKLAHOMA	1,461	608	901	318	1,028	55	6,484	991
OREGON	158	167	87	26	80	55	952	206
PENNSYLVANIA	2,810	669	2,528	1,268	2,833	2,492	17,367	27,921
PUERTO RICO	183	36	50	13	130	1,064	1,988	4,906
RHODE ISLAND	10	7	13	9	4	0	59	1,587
SOUTH CAROLINA	1,207	719	971	404	1,085	80	6,855	227
SOUTH DAKOTA	143	69	80	25	81	133	747	806
TENNESSEE	1,293	623	1,011	338	1,221	0	6,665	775
TEXAS	6,480	5,767	5,315	1,486	11,575	.	53,387	3,031
UTAH	426	400	431	177	232	8	2,679	89
VERMONT	80	25	11	54	21	20	268	398
VIRGINIA	1,199	902	1,260	608	1,013	66	7,661	1,244
WASHINGTON	1,001	1,027	645	442	949	0	8,484	273
WEST VIRGINIA	563	394	401	285	380	26	2,969	250
WISCONSIN	1,565	631	1,200	277	1,008	86	6,913	928
WYOMING	30	35	20	2	26	47	208	121
AMERICAN SAMOA	7	1	7	1	7	0	30	0
GUAM	13	20	40	3	21	0	217	38
NORTHERN MARIANAS	7	6	7	7	7	0	62	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	306	99	168	55	227	0	1,682	431
U.S. AND INSULAR AREAS	59,471	33,935	49,440	19,065	54,242	11,683	371,842	129,730
50 STATES, D.C. & P.R.	59,138	33,809	49,218	18,999	53,980	11,683	369,851	129,261

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TABLE AE1

ANTICIPATED SERVICES NEEDED FOR THE 1989-90 SCHOOL YEAR BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

MENTAL RETARDATION

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES
ALABAMA	1,098	595	4	0	7	45	140	312	230	76
ALASKA	0	2	0	0	0	2	0	1	0	0
ARIZONA	201	123	9	6	10	30	74	121	128	83
ARKANSAS	229	132	4	0	4	29	91	102	105	38
CALIFORNIA	176	85	32	16	8	25	49	82	80	47
COLORADO	21	16	1	0	0	6	4	33	30	20
CONNECTICUT	.	30	0	1	0	5	47	8	6	19
DELAWARE	61	20	0	0	0	1	6	17	38	0
DISTRICT OF COLUMBIA	46	26	0	0	0	5	42	0	25	1
FLORIDA	743	546	28	3	6	88	365	383	331	157
GEORGIA	343	285	11	3	5	45	207	188	148	65
HAWAII	36	26	7	7	15	4	36	15	4	12
IDAHO	58	43	3	0	7	8	21	41	48	33
ILLINOIS	231	86	2	1	0	39	18	53	169	104
INDIANA	471	362	21	0	5	76	216	255	258	116
IOWA	231	125	4	0	9	32	91	188	164	125
KANSAS	91	104	3	3	3	23	48	96	81	68
KENTUCKY	610	250	25	0	31	66	297	299	240	32
LOUISIANA	.	.	.	.	.	.	.	.	.	.
MAINE	529	184	22	28	7	264	178	329	329	167
MARYLAND	60	25	5	1	6	9	4	17	25	16
MASSACHUSETTS	18	86	1	7	2	118	29	19	178	88
MICHIGAN	19	2	0	1	0	60	2	20	0	8
MINNESOTA	302	35	0	0	0	180	20	20	75	15
MISSISSIPPI	287	187	1	2	13	64	124	150	153	26
MISSOURI	270	212	10	0	0	18	114	142	172	48
MONTANA	35	20	0	0	0	4	14	27	22	12
NEBRASKA	8	30	7	1	2	70	1	0	9	0
NEVADA	10	15	0	1	0	2	11	8	10	14
NEW HAMPSHIRE	3	5	0	0	0	0	4	5	4	2
NEW JERSEY	214	198	5	0	0	50	75	171	121	43
NEW MEXICO	79	54	9	0	5	28	34	44	33	27
NEW YORK	1,013	1,013	0	0	0	0	56	563	1,013	113
NORTH CAROLINA	677	390	15	5	32	127	394	345	418	123
NORTH DAKOTA	18	9	1	0	2	5	6	20	14	13
OHIO	569	167	25	1	5	47	164	224	153	47
OKLAHOMA	206	119	12	2	33	30	90	104	78	25
OREGON	17	37	0	1	0	11	8	23	13	22
PENNSYLVANIA	394	23	28	0	7	19	30	24	60	33
PUERTO RICO	41	62	1	13	26	18	17	21	29	5
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	448	238	9	1	1	49	209	154	219	101
SOUTH DAKOTA	16	1	1	0	0	6	1	5	3	2
TENNESSEE	83	56	5	0	0	11	56	174	139	98
TEXAS	1,379	689	100	.	.	.	689	1,000	276	276
UTAH	53	26	1	0	2	35	40	41	18	11
VERMONT	3	0	0	0	0	0	1	1	0	1
VIRGINIA	318	161	7	0	3	44	123	188	117	48
WASHINGTON	517	434	0	0	0	0	181	254	434	49
WEST VIRGINIA	212	89	4	2	17	33	90	48	37	11
WISCONSIN	179	88	1	0	0	36	43	90	162	33
WYOMING	3	1	0	0	0	0	1	5	3	4
AMERICAN SAMOA	3	1	0	0	0	0	1	1	1	0
GUAM	9	0	0	0	0	0	9	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	50	0	4	0	0	10	40	15	5	8
U.S. AND INSULAR AREAS	12,688	7,513	428	106	273	1,877	4,611	6,446	6,408	2,485
50 STATES, D.C. & P.R.	12,626	7,512	424	106	273	1,867	4,561	6,430	6,402	2,477

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ANTICIPATED SERVICES NEEDED FOR THE 1989-90 SCHOOL YEAR BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

MENTAL RETARDATION

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY- MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	1,621	1,045	1,642	487	1,410	3	8,715	341
ALASKA	4	2	1	0	5	0	17	31
ARIZONA	279	197	238	104	238	25	1,866	12
ARKANSAS	442	186	330	80	233	24	2,029	109
CALIFORNIA	238	89	148	45	164	129	1,413	1,163
COLORADO	79	43	59	23	47	21	403	147
CONNECTICUT	61	6	69	1	6	94	353	3,799
DELAWARE	57	39	50	39	45	7	380	2
DISTRICT OF COLUMBIA	38	42	28	13	26	0	292	0
FLORIDA	912	738	803	404	810	57	6,374	52
GEORGIA	651	295	670	295	584	23	3,818	17
HAWAII	11	26	26	25	11	12	273	0
IDAHO	106	90	97	51	93	6	705	2
ILLINOIS	338	201	670	114	497	134	2,657	975
INDIANA	791	471	655	316	888	87	4,988	159
IOWA	414	320	268	184	282	78	2,515	138
KANSAS	192	149	154	66	117	20	1,218	78
KENTUCKY	977	682	812	374	767	218	5,680	106
LOUISIANA	.	.	.	.	.	.	.	.
MAINE	676	338	676	355	676	179	4,937	345
MARYLAND	106	72	64	35	82	17	544	0
MASSACHUSETTS	27	19	101	9	64	3	769	0
MICHIGAN	97	97	108	97	97	31	639	426
MINNESOTA	180	160	120	75	180	0	1,362	0
MISSISSIPPI	415	258	383	168	366	35	2,632	52
MISSOURI	498	338	464	358	436	18	3,098	60
MONTANA	51	31	44	23	29	2	314	2
NEBRASKA	38	0	0	0	14	0	180	0
NEVADA	24	17	19	8	16	0	155	20
NEW HAMPSHIRE	12	7	11	6	9	1	69	2
NEW JERSEY	390	237	267	130	290	50	2,241	48
NEW MEXICO	80	68	75	45	59	10	650	34
NEW YORK	282	225	225	225	282	0	5,010	0
NORTH CAROLINA	1,229	818	1,199	291	985	14	7,062	272
NORTH DAKOTA	12	19	14	0	8	14	155	.
OHIO	839	511	750	263	657	23	4,445	2,613
OKLAHOMA	412	207	250	96	275	11	1,950	197
OREGON	43	37	27	11	22	10	282	15
PENNSYLVANIA	398	315	292	96	359	625	2,703	3,649
PUERTO RICO	124	23	29	7	69	414	899	1,835
RHODE ISLAND	1	3	0	0	4	0	8	91
SOUTH CAROLINA	692	394	552	213	612	40	3,932	61
SOUTH DAKOTA	24	15	11	9	19	13	126	79
TENNESSEE	363	223	267	50	336	0	1,861	108
TEXAS	1,034	689	689	345	1,379	.	8,545	100
UTAH	79	92	79	36	50	0	563	10
VERMONT	46	17	4	18	7	5	103	82
VIRGINIA	402	344	441	208	364	8	2,776	73
WASHINGTON	434	434	434	434	434	0	4,039	0
WEST VIRGINIA	282	227	143	131	157	5	1,488	36
WISCONSIN	298	166	266	108	227	27	1,724	78
WYOMING	3	6	3	2	9	2	42	11
AMERICAN SAMOA	6	1	6	1	6	0	27	0
GUAM	3	2	6	0	1	0	30	5
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	35	22	15	7	40	0	251	16
U.S. AND INSULAR AREAS	16,846	11,053	14,754	6,481	14,843	2,495	109,307	17,491
50 STATES, D.C. & P.R.	16,802	11,028	14,727	6,473	14,796	2,495	108,999	17,470

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ANTICIPATED SERVICES NEEDED FOR THE 1989-90 SCHOOL YEAR BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES
ALABAMA	25	5	4	3	0	4	10	8	0	1
ALASKA	0	0	0	0	0	0	0	0	0	0
ARIZONA	91	10	2	3	0	0	3	3	1	57
ARKANSAS	3	2	0	0	0	0	2	2	0	0
CALIFORNIA	717	346	131	64	34	101	198	334	327	192
COLORADO	3	0	0	0	0	1	1	0	0	1
CONNECTICUT	.	6	0	0	0	0	0	0	0	0
DELAWARE	0	0	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0
FLORIDA	43	1	3	3	0	4	7	4	0	0
GEORGIA	9	5	2	2	0	0	0	1	1	1
HAWAII	5	0	5	0	0	0	0	5	0	0
IDAHO	0	0	0	0	0	0	0	0	0	0
ILLINOIS	2	0	0	0	0	0	0	0	3	0
INDIANA	17	7	1	2	0	1	8	0	12	1
IOWA	1	0	0	0	0	0	0	1	0	0
KANSAS	0	9	4	0	6	0	1	1	0	0
KENTUCKY	11	4	0	0	0	1	2	5	3	2
LOUISIANA	.	.	.	.	.	.	.	.	.	.
MAINE	49	1	0	2	1	27	14	14	14	1
MARYLAND	87	50	19	5	17	27	3	63	29	16
MASSACHUSETTS	19	93	1	7	3	128	32	21	194	95
MICHIGAN	0	0	0	0	0	0	0	0	0	0
MINNESOTA	35	0	30	2	0	0	0	0	8	0
MISSISSIPPI	5	0	0	0	0	0	1	0	1	0
MISSOURI	102	0	20	0	0	36	0	0	0	0
MONTANA	3	1	0	0	0	1	0	1	1	0
NEBRASKA	0	0	0	0	0	1	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	1	0	0	0	0	0	0	0	0	0
NEW JERSEY	18	2	0	0	0	0	7	2	0	0
NEW MEXICO	53	7	0	0	0	2	5	5	3	0
NEW YORK	1	0	0	0	0	0	7	1	0	0
NORTH CAROLINA	48	0	0	0	0	2	19	6	26	0
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	12	1	0	1	0	0	1	1	1	0
OKLAHOMA	5	2	0	3	0	0	6	3	0	0
OREGON	0	7	0	0	0	3	1	0	0	0
PENNSYLVANIA	1,064	58	0	0	0	1	0	5	0	0
PUERTO RICO	3	7	0	2	9	1	3	0	7	1
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	0	0	0	0	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0
TENNESSEE	10	4	0	0	0	0	3	4	4	0
TEXAS	10	5	2	.	10	.	5	.	0	0
UTAH	0	0	0	0	0	0	0	0	0	0
VERMONT	2	0	0	0	0	0	0	0	0	0
VIRGINIA	4	0	0	0	0	1	0	1	0	1
WASHINGTON	0	0	0	0	0	0	0	0	0	0
WEST VIRGINIA	2	0	0	0	0	0	0	1	0	0
WISCONSIN	5	1	0	0	0	0	0	0	0	1
WYOMING	0	0	0	0	0	0	0	1	0	1
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	71	0	0	0	0	0	23	0	0	0
U.S. AND INSULAR AREAS	2,536	634	224	99	80	342	362	493	635	371
50 STATES, D.C. & P.R.	2,465	634	224	99	80	342	339	493	635	371

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ANTICIPATED SERVICES NEEDED FOR THE 1989-90 SCHOOL YEAR BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

SPEECH OR LANGUAGE IMPAIRMENTS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	19	6	10	2	16	0	113	21
ALASKA	4	0	0	0	2	0	6	10
ARIZONA	12	12	12	10	19	30	265	5
ARKANSAS	3	2	2	2	4	0	22	2
CALIFORNIA	962	383	683	182	667	525	5,746	4,730
COLORADO	7	4	4	2	4	11	38	25
CONNECTICUT	3	0	1	1	0	11	22	11,177
DELAWARE	1	0	0	0	0	0	1	1
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	26	17	26	6	21	2	163	221
GEORGIA	7	4	3	2	2	0	39	24
HAWAII	0	0	0	0	0	0	15	0
IDAHO	1	1	0	0	0	0	2	0
ILLINOIS	8	5	64	0	6	16	104	381
INDIANA	24	15	15	9	28	1	141	373
IOWA	0	1	0	0	0	0	3	6
KANSAS	4	0	2	0	2	42	71	41
KENTUCKY	22	24	22	22	24	3	145	21
LOUISIANA	.	.	.	.	.	.	.	.
MAINE	57	29	57	23	57	61	407	228
MARYLAND	227	211	128	63	197	57	1,199	0
MASSACHUSETTS	29	21	110	9	70	3	835	0
MICHIGAN	2	2	2	2	2	3	13	262
MINNESOTA	20	20	0	12	35	0	162	0
MISSISSIPPI	8	3	8	2	8	1	37	1
MISSOURI	102	0	94	0	66	0	420	18
MONTANA	2	1	2	1	5	0	18	2
NEBRASKA	0	0	0	0	0	0	1	8
NEVADA	0	0	0	0	0	0	0	3
NEW HAMPSHIRE	0	0	0	0	0	0	1	5
NEW JERSEY	11	5	7	2	25	2	81	39
NEW MEXICO	53	21	58	29	17	5	254	44
NEW YORK	1	0	0	0	1	0	11	0
NORTH CAROLINA	50	14	90	3	60	12	330	161
NORTH DAKOTA	0	0	0	0	0	0	0	.
OHIO	18	8	10	3	3	4	63	137
OKLAHOMA	10	5	2	3	2	4	45	40
OREGON	6	0	0	0	0	9	26	0
PENNSYLVANIA	875	1	873	14	873	603	4,367	13,897
PUERTO RICO	1	0	2	0	2	85	123	373
RHODE ISLAND	0	0	0	0	0	0	0	12
SOUTH CAROLINA	1	0	0	0	1	0	2	0
SOUTH DAKOTA	0	0	0	0	0	6	6	46
TENNESSEE	28	21	19	11	28	0	132	40
TEXAS	15	10	5	0	10	.	72	120
UTAH	2	0	2	0	0	0	4	2
VERMONT	2	0	1	4	4	2	15	33
VIRGINIA	1	1	1	0	2	0	12	54
WASHINGTON	0	0	0	0	0	0	0	103
WEST VIRGINIA	4	0	1	0	5	0	13	13
WISCONSIN	7	6	5	0	5	1	31	33
WYOMING	4	3	1	0	2	5	17	5
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	1
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	41	18	15	10	30	0	208	15
U.S. AND INSULAR AREAS	2,680	854	2,253	429	2,305	1,504	15,801	32,733
50 STATES, D.C. & P.R.	2,639	836	2,238	419	2,275	1,504	15,593	32,717

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ANTICIPATED SERVICES NEEDED FOR THE 1989-90 SCHOOL YEAR BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

VISUAL IMPAIRMENTS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES
ALABAMA	9	4	3	0	4	0	1	3	2	1
ALASKA	0	0	0	0	0	0	0	0	0	0
ARIZONA	21	6	8	1	104	2	11	12	10	3
ARKANSAS	7	6	4	0	3	0	1	2	5	4
CALIFORNIA	20	10	4	2	1	3	5	9	9	5
COLORADO	3	0	2	0	6	0	0	2	3	0
CONNECTICUT	.	4	0	0	0	0	1	2	0	1
DELAWARE	3	1	0	0	0	0	0	1	0	2
DISTRICT OF COLUMBIA	1	1	0	0	1	0	1	1	1	0
FLORIDA	40	23	20	3	15	18	1	18	18	5
GEORGIA	8	18	11	2	15	2	4	4	7	7
HAWAII	3	3	3	1	3	3	3	3	2	2
IDAHO	1	1	1	0	1	0	1	1	1	1
ILLINOIS	2	1	1	0	5	0	1	1	2	0
INDIANA	11	11	6	0	15	3	8	6	7	3
IOWA	3	5	3	0	4	0	1	3	2	0
KANSAS	197	18	0	0	0	30	58	43	33	26
KENTUCKY	9	10	6	0	8	2	5	7	5	3
LOUISIANA	.	.	.	.	.	.	.	.	.	.
MAINE	8	2	7	8	2	7	2	1	1	2
MARYLAND	6	3	1	1	2	2	0	4	7	3
MASSACHUSETTS	1	2	0	0	0	3	0	1	5	2
MICHIGAN	1	1	0	1	1	1	0	1	0	0
MINNESOTA	27	20	11	0	11	0	17	0	9	0
MISSISSIPPI	2	1	2	0	1	0	0	2	2	0
MISSOURI	4	4	2	2	2	2	0	2	2	0
MONTANA	1	0	0	0	0	0	0	0	0	0
NEBRASKA	1	1	1	0	0	1	0	0	1	0
NEVADA	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	0
NEW JERSEY	16	7	9	2	9	0	5	2	0	0
NEW MEXICO	2	8	5	0	7	1	1	3	3	0
NEW YORK	9	39	34	0	40	0	2	4	26	2
NORTH CAROLINA	55	14	20	0	8	4	9	6	3	1
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	22	12	9	1	14	8	13	11	8	2
OKLAHOMA	11	12	4	0	6	1	2	6	4	3
OREGON	1	1	0	2	0	0	1	1	0	0
PENNSYLVANIA	198	39	50	0	19	10	45	6	27	11
PUERTO RICO	0	4	3	1	5	0	0	0	1	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	5	8	8	0	7	0	0	3	2	2
SOUTH DAKOTA	1	0	0	0	0	0	0	1	0	0
TENNESSEE	9	20	19	0	13	1	5	7	5	4
TEXAS	100	25	50	.	75	.	25	75	9	10
UTAH	0	0	0	0	0	0	0	0	0	0
VERMONT	0	0	0	0	0	0	0	0	0	0
VIRGINIA	10	1	10	1	10	2	0	1	0	0
WASHINGTON	2	2	2	0	2	5	0	2	0	0
WEST VIRGINIA	7	8	3	0	1	1	5	4	8	4
WISCONSIN	11	8	1	0	5	1	0	10	9	0
WYOMING	0	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0	0
U.S. AND INSULAR AREAS	848	364	323	28	425	113	234	271	239	109
50 STATES, D.C. & P.R.	848	364	323	28	425	113	234	271	239	109

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TABLE AE1

ANTICIPATED SERVICES NEEDED FOR THE 1989-90 SCHOOL YEAR BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

VISUAL IMPAIRMENTS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	8	1	7	0	10	0	53	0
ALASKA	0	0	0	0	0	0	0	3
ARIZONA	15	13	14	12	20	2	254	2
ARKANSAS	4	2	4	2	4	0	48	4
CALIFORNIA	26	10	17	5	18	15	159	131
COLORADO	3	1	1	0	6	1	28	12
CONNECTICUT	3	1	2	0	1	7	22	537
DELAWARE	2	2	0	0	2	0	13	1
DISTRICT OF COLUMBIA	1	1	1	1	1	0	11	0
FLORIDA	42	20	40	18	45	7	333	4
GEORGIA	15	5	13	3	15	3	132	4
HAWAII	3	3	3	3	3	0	41	0
IDAHO	2	2	2	1	2	1	18	0
ILLINOIS	6	1	13	1	4	3	41	21
INDIANA	16	11	18	7	21	3	146	0
IOWA	7	3	6	1	4	2	44	7
KANSAS	143	43	64	49	52	0	756	3
KENTUCKY	25	11	11	9	10	3	124	1
LOUISIANA	.	.	.	.	.	.	.	.
MAINE	5	3	5	2	5	7	67	10
MARYLAND	8	13	9	1	8	2	70	0
MASSACHUSETTS	1	1	3	0	2	0	21	0
MICHIGAN	1	1	1	1	1	3	14	18
MINNESOTA	18	0	9	9	27	4	162	0
MISSISSIPPI	5	2	3	3	5	0	28	0
MISSOURI	4	2	4	2	4	0	36	2
MONTANA	0	0	1	0	2	0	4	1
NEBRASKA	1	0	0	0	0	0	6	0
NEVADA	0	0	0	0	0	0	0	1
NEW HAMPSHIRE	0	0	0	0	0	0	0	1
NEW JERSEY	9	2	5	5	11	14	96	2
NEW MEXICO	7	5	5	0	5	1	53	0
NEW YORK	10	13	34	34	4	0	251	0
NORTH CAROLINA	27	16	22	3	34	0	222	4
NORTH DAKOTA	0	0	0	0	0	0	0	.
OHIO	24	13	16	7	22	0	182	40
OKLAHOMA	11	9	10	2	6	0	87	3
OREGON	2	0	1	0	1	3	13	5
PENNSYLVANIA	205	196	67	36	208	0	1,117	20
PUERTO RICO	2	0	1	1	6	17	41	146
RHODE ISLAND	0	0	0	0	0	0	0	4
SOUTH CAROLINA	6	4	5	3	4	1	58	4
SOUTH DAKOTA	1	1	1	0	1	2	8	1
TENNESSEE	22	10	22	11	23	0	171	1
TEXAS	50	25	25	12	100	.	581	25
UTAH	3	3	2	0	11	0	19	1
VERMONT	0	0	0	0	1	0	1	2
VIRGINIA	16	10	5	2	10	0	78	3
WASHINGTON	2	5	2	0	2	0	26	0
WEST VIRGINIA	9	6	7	0	10	2	75	0
WISCONSIN	10	10	13	0	12	1	91	0
WYOMING	2	1	0	0	0	1	4	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND INSULAR AREAS	782	481	494	246	743	105	5,805	1,024
50 STATES, D.C. & P.R.	782	481	494	246	743	105	5,805	1,024

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ANTICIPATED SERVICES NEEDED FOR THE 1989-90 SCHOOL YEAR BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

SERIOUS EMOTIONAL DISTURBANCE

STATE	COUNSELING GUIDANCE	TRANS- PORTATION	TECHNO- LOGICAL AIDS	INTER- PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR- ATION	FAMILY SERVICES	INDEP- ENDENT LIVING	MAINT- ENANCE	RESID- ENTIAL SERVICES
ALABAMA	617	18	50	0	0	21	32	134	20	28
ALASKA	0	18	0	0	0	0	8	1	1	0
ARIZONA	671	107	7	4	385	52	401	108	81	403
ARKANSAS	8	0	0	0	0	3	4	1	1	1
CALIFORNIA	73	35	13	6	3	10	20	34	33	19
COLORADO	139	1	0	0	0	37	7	20	12	12
CONNECTICUT	.	15	1	0	1	11	2	15	0	5
DELAWARE	114	15	0	0	0	0	51	26	36	13
DISTRICT OF COLUMBIA	16	0	0	0	0	2	3	1	2	0
FLORIDA	838	88	1	0	1	228	485	155	57	31
GEORGIA	236	29	3	1	2	50	45	25	41	8
HAWAII	16	5	12	0	0	16	16	2	8	2
IDAHO	5	0	0	0	0	1	0	0	1	0
ILLINOIS	306	18	2	1	1	24	15	23	33	19
INDIANA	140	51	0	0	0	29	49	40	34	18
IOWA	258	20	0	0	3	23	81	80	103	53
KANSAS	3	2	4	0	0	1	2	2	2	4
KENTUCKY	78	4	1	0	0	12	39	18	39	5
LOUISIANA	.	.	.	.	.	.	.	.	.	.
MAINE	631	73	4	25	6	788	259	127	127	85
MARYLAND	27	10	0	1	3	3	2	11	2	7
MASSACHUSETTS	11	56	1	4	2	77	19	13	115	57
MICHIGAN	36	4	1	0	0	67	4	3	0	19
MINNESOTA	293	8	0	0	0	175	0	120	59	60
MISSISSIPPI	15	6	0	1	0	9	4	8	2	1
MISSOURI	348	56	0	0	0	92	88	72	46	2
MONTANA	53	1	0	0	0	1	3	6	9	5
NEBRASKA	10	3	0	0	0	9	0	0	0	0
NEVADA	9	4	0	0	0	1	3	3	5	4
NEW HAMPSHIRE	14	0	0	0	0	1	4	4	0	2
NEW JERSEY	1,231	96	0	0	0	75	246	41	89	23
NEW MEXICO	90	0	0	0	0	9	24	14	3	12
NEW YORK	224	336	0	0	0	0	93	75	112	37
NORTH CAROLINA	600	59	4	11	2	24	242	67	104	64
NORTH DAKOTA	6	0	0	0	0	4	0	0	0	0
OHIO	160	27	0	0	0	32	51	24	39	13
OKLAHOMA	77	15	0	1	1	18	31	28	7	12
OREGON	22	0	0	0	0	4	10	6	0	1
PENNSYLVANIA	299	7	1	0	0	110	28	1	0	18
PUERTO RICO	4	7	0	0	2	2	5	0	2	2
RHODE ISLAND	2	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	89	6	0	0	1	8	37	12	17	6
SOUTH DAKOTA	36	3	1	0	0	7	3	6	4	4
TENNESSEE	143	11	0	0	0	53	54	35	13	14
TEXAS	1,400	700	0	.	.	.	700	1,000	275	350
UTAH	146	6	0	0	0	31	47	6	9	4
VERMONT	20	0	0	0	0	3	1	1	0	0
VIRGINIA	305	27	0	0	0	42	84	25	15	5
WASHINGTON	80	0	0	0	0	0	0	0	0	0
WEST VIRGINIA	43	1	0	1	0	0	16	2	0	0
WISCONSIN	244	13	0	0	0	6	14	34	26	8
WYOMING	6	1	0	0	0	0	0	1	1	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	3	0	0	0	0	1	2	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	39	3	0	0	0	18	39	9	39	0
U.S. AND INSULAR AREAS	10,234	1,965	106	56	413	2,190	3,365	2,439	1,624	1,436
50 STATES, D.C. & P.R.	10,192	1,962	106	56	413	2,171	3,324	2,430	1,585	1,436

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ANTICIPATED SERVICES NEEDED FOR THE 1989-90 SCHOOL YEAR BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

SERIOUS EMOTIONAL DISTURBANCE

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	184	74	203	30	168	0	1,579	132
ALASKA	5	0	1	0	0	0	26	31
ARIZONA	307	350	311	376	147	221	3,931	32
ARKANSAS	8	3	5	0	0	0	34	1
CALIFORNIA	100	37	61	18	88	53	583	480
COLORADO	188	35	101	24	75	93	744	419
CONNECTICUT	39	42	4	3	4	145	287	11,372
DELAWARE	91	25	84	32	67	66	620	1
DISTRICT OF COLUMBIA	10	8	4	2	10	0	58	11
FLORIDA	758	336	449	261	830	18	4,136	89
GEORGIA	171	88	184	48	166	3	1,100	75
HAWAII	5	8	5	5	5	0	105	0
IDAHO	4	1	3	2	2	0	19	0
ILLINOIS	222	79	243	53	311	81	1,431	2,202
INDIANA	103	76	91	55	127	42	855	34
IOWA	268	183	214	104	128	65	1,583	142
KANSAS	6	3	3	2	4	160	198	89
KENTUCKY	70	16	22	38	24	1	367	153
LOUISIANA	.	.	.	.	.	.	.	.
MAINE	540	270	540	171	540	291	4,477	628
MARYLAND	43	26	23	18	41	7	224	0
MASSACHUSETTS	18	12	65	6	42	2	500	0
MICHIGAN	54	54	66	54	54	53	469	1,190
MINNESOTA	175	117	103	59	175	0	1,344	0
MISSISSIPPI	14	7	16	3	19	0	105	1
MISSOURI	288	50	256	24	250	0	1,572	56
MONTANA	23	11	15	8	13	0	148	5
NEBRASKA	5	5	0	0	0	0	32	20
NEVADA	9	6	7	7	6	1	65	14
NEW HAMPSHIRE	17	2	14	1	11	1	71	9
NEW JERSEY	673	223	549	157	613	109	4,125	515
NEW MEXICO	66	30	53	12	39	1	353	28
NEW YORK	224	149	112	112	149	0	1,623	0
NORTH CAROLINA	475	223	423	66	428	224	3,016	531
NORTH DAKOTA	1	1	1	0	4	4	21	.
OHIO	111	59	105	21	73	2	717	165
OKLAHOMA	63	44	38	9	54	0	398	11
OREGON	11	24	7	0	4	6	95	9
PENNSYLVANIA	209	1	190	185	191	464	1,704	2,379
PUERTO RICO	5	1	1	0	6	54	91	165
RHODE ISLAND	1	2	0	0	0	0	5	210
SOUTH CAROLINA	52	41	49	19	65	2	404	10
SOUTH DAKOTA	22	10	17	5	7	36	161	77
TENNESSEE	98	38	51	16	79	0	605	12
TEXAS	1,000	700	700	350	1,400	.	8,575	150
UTAH	74	63	74	17	35	5	517	12
VERMONT	9	1	0	7	2	6	50	34
VIRGINIA	171	120	205	67	109	17	1,192	57
WASHINGTON	55	64	0	0	0	0	199	0
WEST VIRGINIA	88	29	52	5	49	1	287	2
WISCONSIN	280	106	213	33	189	4	1,170	0
WYOMING	7	9	5	0	4	80	54	19
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	5	0	0	3	0	14	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	22	3	6	3	22	0	203	0
U.S. AND INSULAR AREAS	7,442	3,870	5,944	2,488	6,412	2,258	52,242	21,572
50 STATES, D.C. & P.R.	7,420	3,862	5,938	2,485	6,387	2,258	52,025	21,572

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ANTICIPATED SERVICES NEEDED FOR THE 1989-90 SCHOOL YEAR BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

ORTHOPEDIC IMPAIRMENTS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES
ALABAMA	14	14	24	0	1	12	5	12	8	0
ALASKA	0	1	0	0	0	0	1	0	0	0
ARIZONA	22	11	5	1	2	7	9	22	5	9
ARKANSAS	16	3	4	0	1	1	6	2	5	2
CALIFORNIA	56	27	10	5	3	8	15	26	26	15
COLORADO	5	2	0	1	0	1	0	2	3	0
CONNECTICUT	.	0	2	0	.	0	0	0	0	0
DELAWARE	3	5	2	0	0	0	2	2	3	3
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0
FLORIDA	74	88	36	2	3	49	59	69	47	33
GEORGIA	17	8	1	0	1	6	6	6	2	1
HAWAII	6	6	6	0	4	2	6	4	2	0
IDAHO	23	3	1	0	0	2	0	1	1	0
ILLINOIS	16	13	2	0	0	12	5	5	12	6
INDIANA	8	22	6	0	2	9	4	8	6	0
IOWA	8	10	4	0	1	4	5	6	5	5
KANSAS	1	1	0	0	1	1	0	1	2	1
KENTUCKY	6	17	14	0	0	4	0	9	10	8
LOUISIANA	.	.	.	.	.	.	.	.	.	.
MAINE	19	15	4	1	0	19	4	8	8	2
MARYLAND	6	1	2	1	0	5	0	3	2	0
MASSACHUSETTS	1	5	0	0	0	6	2	1	9	5
MICHIGAN	5	0	0	0	0	4	1	3	0	0
MINNESOTA	55	40	32	0	0	12	12	35	12	11
MISSISSIPPI	17	8	1	3	3	7	11	10	5	1
MISSOURI	26	18	14	0	0	14	2	10	4	0
MONTANA	0	1	0	0	0	0	0	0	0	0
NEBRASKA	0	2	1	0	0	4	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	2	1	0	0	0	0	1	1	1
NEW JERSEY	14	11	5	2	0	2	7	7	0	0
NEW MEXICO	9	7	1	0	0	4	1	4	1	4
NEW YORK	6	81	0	0	0	0	3	6	0	3
NORTH CAROLINA	41	46	22	0	1	18	6	11	7	15
NORTH DAKOTA	0	1	1	0	1	1	1	1	1	1
OHIO	59	45	15	3	5	20	17	30	19	13
OKLAHOMA	9	9	12	0	2	8	8	10	6	1
OREGON	2	4	0	0	0	0	0	2	1	0
PENNSYLVANIA	33	8	22	0	0	0	1	4	1	1
PUERTO RICO	1	3	2	0	0	4	0	0	1	0
RHODE ISLAND	0	0	0	0	1	0	0	0	0	0
SOUTH CAROLINA	15	9	4	0	0	11	5	8	4	0
SOUTH DAKOTA	1	0	0	0	0	0	0	0	0	0
TENNESSEE	6	17	17	0	0	13	5	10	14	2
TEXAS	160	150	75	0	.	100	100	75	25	100
UTAH	3	1	3	0	0	1	2	3	2	3
VERMONT	2	0	0	0	0	0	0	0	0	0
VIRGINIA	24	21	11	3	0	13	8	7	13	13
WASHINGTON	16	16	16	0	0	0	0	5	0	2
WEST VIRGINIA	5	4	1	1	0	2	3	3	2	1
WISCONSIN	8	8	3	0	0	7	3	3	4	1
WYOMING	0	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	1	1	0	0	0	0	0	1	0
U.S. AND INSULAR AREAS	818	735	383	23	32	393	325	435	280	263
50 STATES, D.C. & P.R.	818	734	382	23	32	393	325	435	279	263

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ORTHOPEDIC IMPAIRMENTS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	35	17	24	5	21	0	192	1
ALASKA	0	0	0	0	1	0	3	0
ARIZONA	27	23	19	14	25	3	204	14
ARKANSAS	20	4	17	0	6	0	87	0
CALIFORNIA	78	28	47	14	52	41	451	371
COLORADO	6	5	8	4	5	0	42	16
CONNECTICUT	0	.	2	1	.	3	8	.
DELAWARE	4	3	4	1	0	0	32	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	90	55	65	48	79	11	808	12
GEORGIA	21	4	20	10	17	4	124	3
HAWAII	4	4	3	3	3	0	53	0
IDAHO	2	0	2	0	3	0	38	0
ILLINOIS	14	12	31	5	28	11	172	75
INDIANA	14	6	11	4	21	1	122	0
IOWA	11	11	8	6	11	0	95	0
KANSAS	4	3	1	1	5	0	22	11
KENTUCKY	16	11	16	4	2	3	120	40
LOUISIANA	.	.	.	.	.	.	.	.
MAINE	13	7	13	6	13	115	247	15
MARYLAND	9	17	4	2	10	1	63	0
MASSACHUSETTS	1	1	5	0	3	0	39	0
MICHIGAN	7	7	12	7	7	6	59	107
MINNESOTA	55	40	15	15	40	0	374	0
MISSISSIPPI	19	11	20	14	19	3	152	1
MISSOURI	32	10	34	6	34	12	216	4
MONTANA	1	0	0	0	0	0	2	0
NEBRASKA	3	0	0	0	2	0	12	2
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	3	1	2	0	3	0	15	1
NEW JERSEY	16	5	5	7	18	7	106	5
NEW MEXICO	9	4	5	2	8	0	59	4
NEW YORK	6	0	0	0	6	0	81	0
NORTH CAROLINA	45	8	41	5	27	6	299	446
NORTH DAKOTA	1	1	1	0	1	1	13	.
OHIO	62	33	48	20	53	2	444	138
OKLAHOMA	14	14	10	5	13	8	129	3
OREGON	4	1	2	1	2	1	20	11
PENNSYLVANIA	22	2	22	2	23	26	167	91
PUERTO RICO	1	0	0	0	5	22	39	105
RHODE ISLAND	4	0	0	0	0	0	5	8
SOUTH CAROLINA	16	11	17	3	17	3	123	0
SOUTH DAKOTA	1	0	0	0	0	3	5	4
TENNESSEE	22	14	9	9	23	0	161	3
TEXAS	80	80	60	40	160	.	1,205	25
UTAH	9	8	3	5	10	0	53	2
VERMONT	0	1	0	0	0	0	3	2
VIRGINIA	25	24	23	16	17	1	219	0
WASHINGTON	21	21	21	0	16	0	134	0
WEST VIRGINIA	5	4	5	3	6	0	45	1
WISCONSIN	12	6	10	2	12	1	80	2
WYOMING	0	0	0	0	0	0	0	2
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	3	3	3	3	3	0	18	0
U.S. AND INSULAR AREAS	867	520	668	293	830	295	7,160	1,525
50 STATES, D.C. & P.R.	864	517	665	290	827	295	7,142	1,525

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TABLE AB1

ANTICIPATED SERVICES NEEDED FOR THE 1989-90 SCHOOL YEAR BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

OTHER HEALTH IMPAIRMENTS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES
ALABAMA	8	5	0	0	0	15	9	3	2	13
ALASKA	1	1	0	0	0	0	0	0	1	0
ARIZONA	16	4	1	0	0	2	3	4	2	4
ARKANSAS	4	3	2	0	0	1	1	4	1	0
CALIFORNIA	85	41	16	8	4	12	24	48	39	23
COLORADO	.	.	.	.	.	.	.	.	.	.
CONNECTICUT	.	1	1	0	.	0	0	0	0	0
DELAWARE	1	0	0	0	0	0	0	0	0	0
DISTRICT OF COLUMBIA	1	1	0	0	0	1	1	0	1	0
FLORIDA	24	4	3	0	0	6	16	7	8	7
GEORGIA	6	3	3	0	0	2	4	3	4	2
HAWAII	3	0	2	0	0	0	0	0	4	0
IDAHO	5	0	0	0	0	0	1	0	1	0
ILLINOIS	6	1	0	0	0	1	2	8	3	4
INDIANA	2	6	0	0	0	6	4	1	2	5
IOWA	0	0	0	0	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0	0	0	0	0
KENTUCKY	3	6	0	0	0	1	3	0	0	0
LOUISIANA	.	.	.	.	.	.	.	.	.	.
MAINE	32	11	4	2	1	37	7	10	18	3
MARYLAND	6	3	1	1	1	0	1	3	2	4
MASSACHUSETTS	1	6	0	0	0	8	2	1	12	6
MICHIGAN	0	0	0	0	0	2	0	0	0	1
MINNESOTA	34	20	10	0	0	34	6	6	13	10
MISSISSIPPI	.	.	.	.	.	.	.	.	.	.
MISSOURI	12	2	2	0	0	2	2	2	4	2
MONTANA	1	2	0	0	0	0	0	2	1	1
NEBRASKA	1	1	0	0	0	1	0	0	0	0
NEVADA	1	1	0	0	0	0	1	3	0	0
NEW HAMPSHIRE	1	0	0	0	0	0	0	0	0	0
NEW JERSEY	30	16	0	0	0	5	18	16	5	2
NEW MEXICO	3	3	2	3	0	3	3	0	0	0
NEW YORK	20	88	0	0	0	0	5	10	0	10
NORTH CAROLINA	47	44	7	0	2	31	19	20	17	16
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	.	.	.	.	.	.	.	.	.	.
OKLAHOMA	4	2	3	0	0	0	3	3	0	0
OREGON	4	0	1	0	0	0	0	2	0	1
PENNSYLVANIA	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	1	6	1	0	4	0	4	0	2	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	1	2	0	0	0	0	0	0	0	0
SOUTH DAKOTA	1	0	0	0	0	0	0	0	0	0
TENNESSEE	11	3	1	0	0	12	9	8	5	5
TEXAS	461	75	200	0	.	300	115	75	75	50
UTAH	5	2	1	0	0	2	0	3	1	0
VERMONT	0	0	0	0	0	0	0	0	0	0
VIRGINIA	6	2	0	0	0	1	0	1	1	1
WASHINGTON	111	0	0	0	0	40	0	22	0	0
WEST VIRGINIA	0	0	0	0	0	0	0	0	0	0
WISCONSIN	1	1	0	0	0	0	0	1	2	2
WYOMING	1	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0	0
U.S. AND INSULAR AREAS	961	366	261	14	12	525	263	266	226	172
50 STATES, D.C. & P.R.	961	366	261	14	12	525	263	266	226	172

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ANTICIPATED SERVICES NEEDED FOR THE 1989-90 SCHOOL YEAR BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

OTHER HEALTH IMPAIRMENTS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	8	1	8	1	8	0	81	2
ALASKA	2	0	0	0	1	0	6	1
ARIZONA	13	5	13	2	5	0	74	0
ARKANSAS	6	1	5	3	4	1	36	0
CALIFORNIA	114	43	72	22	79	63	685	564
COLORADO	.	.	.	.	.	.	.	.
CONNECTICUT	0	.	1	0	.	8	11	.
DELAWARE	0	0	0	0	0	0	1	0
DISTRICT OF COLUMBIA	1	1	1	1	1	0	10	0
FLORIDA	15	3	10	1	10	5	119	18
GEORGIA	9	3	12	4	8	0	63	11
HAWAII	0	0	0	0	0	0	9	0
IDAHO	5	1	6	2	6	0	27	1
ILLINOIS	7	6	20	9	19	5	91	39
INDIANA	11	3	11	1	11	3	66	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	0	0	0	0	0	0	0	0
KENTUCKY	13	10	7	7	2	0	52	9
LOUISIANA	.	.	.	.	.	.	.	.
MAINE	29	15	29	10	29	38	283	58
MARYLAND	21	17	9	2	13	2	86	0
MASSACHUSETTS	2	1	7	1	4	0	51	0
MICHIGAN	1	1	1	1	1	1	9	5
MINNESOTA	34	34	0	23	34	0	258	0
MISSISSIPPI	.	.	.	.	.	.	.	.
MISSOURI	12	4	2	2	2	0	50	6
MONTANA	2	1	1	1	0	0	12	0
NEBRASKA	1	0	0	0	0	0	4	5
NEVADA	2	0	2	0	3	0	13	0
NEW HAMPSHIRE	0	0	0	0	1	0	2	1
NEW JERSEY	25	16	21	7	36	9	206	32
NEW MEXICO	4	3	0	0	4	2	30	0
NEW YORK	20	0	0	0	10	0	163	0
NORTH CAROLINA	70	37	47	9	51	3	420	38
NORTH DAKOTA	0	0	0	0	0	0	0	.
OHIO	.	.	.	.	.	.	.	.
OKLAHOMA	4	4	2	0	4	2	31	1
OREGON	7	2	6	0	3	0	26	8
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	4	0	0	0	4	47	73	222
RHODE ISLAND	0	0	0	0	0	0	0	25
SOUTH CAROLINA	1	2	1	0	1	1	9	0
SOUTH DAKOTA	0	0	0	0	1	2	4	32
TENNESSEE	17	11	26	4	21	0	133	12
TEXAS	230	230	200	115	461	.	2,587	100
UTAH	6	4	4	2	5	0	35	2
VERMONT	1	0	0	2	1	1	5	4
VIRGINIA	5	6	5	3	3	0	34	0
WASHINGTON	111	111	90	0	111	0	596	0
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	5	2	3	1	1	0	19	0
WYOMING	0	1	0	0	1	1	4	7
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	2	2	2	2	2	0	10	0
U.S. AND INSULAR AREAS	820	581	624	238	961	194	6,484	1,203
50 STATES, D.C. & P.R.	818	579	622	236	959	194	6,474	1,203

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ANTICIPATED SERVICES NEEDED FOR THE 1989-90 SCHOOL YEAR BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

SPECIFIC LEARNING DISABILITIES

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES
ALABAMA	883	54	10	0	108	36	134	35	49	12
ALASKA	19	6	0	0	0	1	6	5	2	1
ARIZONA	899	127	163	217	14	52	173	85	97	22
ARKANSAS	331	48	1	0	18	10	56	22	25	5
CALIFORNIA	1,563	755	286	139	75	220	431	729	712	418
COLORADO	143	3	0	0	2	14	15	24	17	3
CONNECTICUT	.	7	3	0	.	1	1	0	1	2
DELAWARE	199	19	0	0	2	3	18	19	39	0
DISTRICT OF COLUMBIA	78	41	0	0	0	3	49	2	28	0
FLORIDA	1,930	229	26	22	31	90	816	67	149	17
GEORGIA	137	67	16	0	13	32	49	3	37	2
HAWAII	120	28	91	0	34	10	27	35	49	0
IDAHO	119	13	8	6	6	13	17	16	8	4
ILLINOIS	465	11	1	2	3	13	14	14	63	15
INDIANA	593	61	12	0	22	35	45	28	38	5
IOWA	242	16	7	0	35	29	44	43	80	10
KANSAS	106	8	9	0	22	9	13	22	10	1
KENTUCKY	711	57	3	0	20	9	107	69	61	1
LOUISIANA	.	.	.	.	.	.	.	.	.	.
MAINE	659	38	4	8	2	416	130	76	76	12
MARYLAND	190	77	19	9	21	22	9	84	49	34
MASSACHUSETTS	29	143	2	11	4	197	49	32	297	146
MICHIGAN	28	1	0	1	0	16	3	1	0	3
MINNESOTA	1,780	0	37	0	0	0	0	112	0	0
MISSISSIPPI	635	207	23	0	27	68	180	161	197	11
MISSOURI	824	130	54	0	18	10	104	34	90	0
MONTANA	115	17	2	0	7	2	32	32	45	5
NEBRASKA	20	2	0	0	1	79	0	0	0	0
NEVADA	18	2	1	0	0	0	2	3	11	1
NEW HAMPSHIRE	17	0	2	0	1	0	2	6	1	0
NEW JERSEY	1,947	135	7	2	9	75	413	57	244	7
NEW MEXICO	269	23	6	0	29	28	38	17	32	0
NEW YORK	25	469	0	0	0	0	25	50	0	25
NORTH CAROLINA	704	71	19	0	10	18	118	52	120	5
NORTH DAKOTA	8	0	0	0	3	8	2	5	0	0
OHIO	523	48	3	0	7	64	40	35	39	2
OKLAHOMA	431	65	3	2	35	38	156	50	22	6
OREGON	48	1	0	0	1	6	14	14	2	0
PENNSYLVANIA	1,173	32	4	3	1	17	4	2	0	7
PUERTO RICO	13	40	0	0	32	6	7	0	33	2
RHODE ISLAND	9	0	0	0	3	0	0	0	0	0
SOUTH CAROLINA	355	73	24	0	11	10	40	26	63	3
SOUTH DAKOTA	53	1	0	0	1	6	7	5	4	2
TENNESSEE	325	76	29	0	0	10	76	98	90	2
TEXAS	7,772	500	.	0	.	.	1,000	.	500	50
UTAH	210	3	7	1	15	32	25	5	9	2
VERMONT	14	0	0	0	0	0	1	2	0	0
VIRGINIA	434	27	9	0	14	20	26	79	24	1
WASHINGTON	1,901	0	0	0	0	0	0	0	0	0
WEST VIRGINIA	148	21	0	0	6	12	30	2	5	6
WISCONSIN	293	12	0	0	4	10	22	14	37	3
WYOMING	9	3	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	56	0	0	0	0	4	32	1	1	0
NORTHERN MARIANAS	4	1	0	0	0	0	2	0	4	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	122	0	0	0	0	0	125	200	0	0
U.S. AND INSULAR AREAS	29,699	3,768	891	423	667	1,754	4,729	2,473	3,460	853
50 STATES, D.C. & P.R.	29,517	3,767	891	423	667	1,750	4,570	2,272	3,455	853

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ANTICIPATED SERVICES NEEDED FOR THE 1989-90 SCHOOL YEAR BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

SPECIFIC LEARNING DISABILITIES

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	879	464	672	240	773	7	4,356	571
ALASKA	31	11	18	2	19	1	122	415
ARIZONA	672	606	512	313	522	14	4,488	230
ARKANSAS	568	185	385	159	302	8	2,123	478
CALIFORNIA	2,099	791	1,315	397	1,453	1,145	12,528	10,314
COLORADO	296	58	205	41	103	120	1,044	799
CONNECTICUT	17	.	351	40	.	428	851	.
DELAWARE	205	81	156	61	117	37	956	51
DISTRICT OF COLUMBIA	75	48	54	26	80	0	484	3
FLORIDA	2,165	721	1,921	678	1,151	51	10,064	470
GEORGIA	259	74	50	32	236	45	1,052	302
HAWAII	50	48	47	22	55	0	616	0
IDAHO	165	44	112	25	169	21	746	62
ILLINOIS	438	138	1,314	120	628	229	3,468	3,974
INDIANA	590	309	584	103	726	29	3,180	873
IOWA	411	190	214	149	252	90	1,812	505
KANSAS	203	123	108	67	90	5	796	325
KENTUCKY	797	233	469	135	411	15	3,098	432
LOUISIANA	.	.	.	.	.	.	.	.
MAINE	993	497	993	386	993	11	5,294	2,075
MARYLAND	451	311	263	80	357	88	2,064	0
MASSACHUSETTS	45	32	168	14	107	4	1,280	0
MICHIGAN	181	181	213	181	181	78	1,068	2,556
MINNESOTA	873	926	437	100	100	0	4,365	0
MISSISSIPPI	865	418	920	294	716	88	4,810	211
MISSOURI	936	524	786	480	736	36	4,762	380
MONTANA	172	74	130	18	85	7	743	66
NEBRASKA	43	0	0	0	0	0	145	189
NEVADA	33	27	20	4	23	1	146	45
NEW HAMPSHIRE	14	7	14	2	9	8	83	141
NEW JERSEY	1,819	748	1,500	531	1,607	276	9,377	2,982
NEW MEXICO	323	151	215	70	81	24	1,306	254
NEW YORK	25	0	0	0	25	0	644	0
NORTH CAROLINA	697	383	461	203	536	47	3,444	595
NORTH DAKOTA	15	17	12	0	8	4	82	.
OHIO	614	255	328	90	443	43	2,534	3,783
OKLAHOMA	898	279	552	190	626	26	3,379	729
OREGON	67	91	31	12	20	21	328	157
PENNSYLVANIA	947	27	921	898	932	731	5,699	7,369
PUERTO RICO	40	12	14	2	30	355	586	1,754
RHODE ISLAND	4	2	12	8	0	0	38	1,207
SOUTH CAROLINA	424	256	340	159	376	32	2,192	151
SOUTH DAKOTA	85	39	48	8	48	63	370	533
TENNESSEE	687	267	565	214	666	0	3,105	585
TEXAS	3,886	3,886	3,500	500	7,772	.	29,366	2,500
UTAH	186	180	220	82	81	2	1,060	58
VERMONT	19	5	6	23	4	5	79	234
VIRGINIA	492	322	536	267	453	25	2,729	1,049
WASHINGTON	351	351	90	0	351	0	3,044	170
WEST VIRGINIA	167	128	186	141	144	17	1,013	198
WISCONSIN	701	175	513	68	368	14	2,234	722
WYOMING	9	14	11	0	7	17	70	77
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	10	13	33	3	17	0	170	32
NORTHERN MARIANAS	4	3	4	4	4	0	30	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	200	50	125	30	125	0	977	400
U.S. AND INSULAR AREAS	27,196	14,775	22,654	7,672	25,118	4,268	150,400	51,006
50 STATES, D.C. & P.R.	26,982	14,709	22,492	7,635	24,972	4,268	149,223	50,574

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ANTICIPATED SERVICES NEEDED FOR THE 1989-90 SCHOOL YEAR BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DEAF-BLINDNESS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES
ALABAMA	1	0	6	0	0	1	0	0	0	3
ALASKA	0	0	0	0	0	0	0	0	0	0
ARIZONA	0	0	0	0	0	0	0	0	0	0
ARKANSAS	0	0	0	0	0	0	0	0	0	0
CALIFORNIA	0	0	0	0	0	0	0	0	0	0
COLORADO	1	0	1	1	0	0	0	1	2	0
CONNECTICUT	.	0	0	0	.	0	0	0	0	0
DELAWARE	1	1	1	1	0	0	0	0	1	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0
FLORIDA	0	1	0	0	1	0	1	1	1	1
GEORGIA	5	0	0	0	0	0	1	0	0	1
HAWAII	1	1	1	1	1	1	1	1	1	1
IDAHO	0	0	0	0	0	0	0	0	0	0
ILLINOIS	0	1	0	0	0	0	0	0	1	1
INDIANA	0	0	0	0	0	0	0	0	0	0
IOWA	0	0	0	0	0	0	0	0	0	0
KANSAS	1	0	0	0	0	0	0	0	0	0
KENTUCKY	1	1	0	0	0	2	1	0	0	0
LOUISIANA	.	.	.	.	.	.	.	.	.	.
MAINE	0	0	0	0	0	1	0	0	0	1
MARYLAND	0	0	4	0	0	0	0	0	0	0
MASSACHUSETTS	0	0	0	0	0	1	0	0	1	0
MICHIGAN	.	.	.	.	.	.	.	.	.	.
MINNESOTA	3	3	3	3	0	3	3	3	3	3
MISSISSIPPI	0	0	0	0	0	0	0	0	0	0
MISSOURI	2	0	0	0	0	4	2	0	2	0
MONTANA	0	0	0	0	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0	0	
NEW JERSEY	0	0	0	0	0	0	0	0	0	0
NEW MEXICO	0	6	6	0	0	4	0	2	6	6
NEW YORK	13	22	22	22	22	0	18	6	18	18
NORTH CAROLINA	4	2	2	0	0	0	4	0	0	1
NORTH DAKOTA	0	0	0	0	0	0	0	0	0	0
OHIO	0	0	0	0	0	0	0	0	0	0
OKLAHOMA	0	0	0	0	0	0	0	0	0	0
OREGON	1	0	0	1	1	0	0	1	2	0
PENNSYLVANIA	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	0	0	0	0	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	0	0	0	0	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0	0	0
TENNESSEE	0	3	2	0	0	0	3	0	0	0
TEXAS	12	12	12	12	.	.	12	12	12	12
UTAH	2	2	2	0	1	0	1	2	2	0
VERMONT	0	0	0	0	0	0	0	0	0	0
VIRGINIA	0	1	0	1	0	0	0	0	0	0
WASHINGTON	0	0	0	0	0	0	0	0	0	0
WEST VIRGINIA	0	0	0	0	0	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	1	0	0	0	0	0	1	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0	0
U.S. AND INSULAR AREAS	49	56	62	42	26	17	48	29	52	48
50 STATES, D.C. & P.R.	48	36	62	42	26	17	47	29	52	48

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ANTICIPATED SERVICES NEEDED FOR THE 1989-90 SCHOOL YEAR BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

DEAF-BLINDNESS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	1	0	0	0	1	0	13	0
ALASKA	0	0	0	0	0	0	0	0
ARIZONA	1	0	0	0	0	0	1	0
ARKANSAS	0	0	0	0	0	0	0	7
CALIFORNIA	1	0	0	0	0	0	1	6
COLORADO	1	1	1	0	2	1	12	0
CONNECTICUT	0	.	1	0	.	0	1	.
DELAWARE	1	1	2	0	1	0	10	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	0	1	1	1	0	0	9	0
GEORGIA	2	0	0	0	3	0	12	4
HAWAII	1	1	1	1	1	0	15	0
IDAHO	0	0	0	0	0	0	0	0
ILLINOIS	1	1	0	0	1	0	6	0
INDIANA	0	0	8	0	0	0	8	0
IOWA	0	0	0	0	0	0	0	0
KANSAS	1	0	1	0	0	0	3	0
KENTUCKY	2	1	2	0	8	0	18	4
LOUISIANA	.	.	.	.	.	.	.	.
MAINE	1	1	1	0	1	1	7	0
MARYLAND	1	1	1	0	1	0	8	0
MASSACHUSETTS	0	0	1	0	0	0	3	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	3	3	0	3	3	3	42	0
MISSISSIPPI	0	0	0	0	0	0	0	0
MISSOURI	4	4	4	2	4	0	28	0
MONTANA	0	0	0	0	0	0	0	0
NEBRASKA	0	0	0	0	0	0	0	0
NEVADA	0	0	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	0	0	0	0	0
NEW JERSEY	0	0	0	0	0	2	2	0
NEW MEXICO	2	2	0	0	0	4	38	3
NEW YORK	18	3	1	18	22	0	223	0
NORTH CAROLINA	8	9	9	0	9	0	48	0
NORTH DAKOTA	0	0	0	0	0	0	0	.
OHIO	0	0	0	0	0	0	0	0
OKLAHOMA	0	0	0	0	0	0	0	0
OREGON	1	0	0	0	2	0	9	0
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	0	0	1	1	9
RHODE ISLAND	0	0	0	0	0	0	0	3
SOUTH CAROLINA	0	0	0	0	0	0	0	0
SOUTH DAKOTA	0	0	0	0	0	0	0	0
TENNESSEE	0	0	0	0	3	0	11	0
TEXAS	12	12	12	12	12	.	156	0
UTAH	3	3	3	3	2	0	26	1
VERMONT	0	0	0	0	0	0	0	0
VIRGINIA	1	1	1	1	1	0	7	0
WASHINGTON	0	0	0	0	0	0	0	0
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	1	0	0	0	3	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND INSULAR AREAS	66	45	51	41	77	12	721	37
50 STATES, D.C. & P.R.	66	45	50	41	77	12	718	37

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ANTICIPATED SERVICES NEEDED FOR THE 1989-90 SCHOOL YEAR BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

MULTIPLE DISABILITIES

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES
ALABAMA	32	63	11	0	0	20	64	24	38	51
ALASKA	0	0	0	0	0	0	0	2	0	0
ARIZONA	195	27	189	5	5	18	20	19	34	26
ARKANSAS	6	8	4	0	2	5	5	4	6	3
CALIFORNIA	51	25	9	5	2	7	14	24	23	14
COLORADO	28	9	1	1	4	4	4	20	23	10
CONNECTICUT	.	0	1	0	.	3	0	1	0	2
DELAWARE	3	9	0	0	0	1	9	8	9	7
DISTRICT OF COLUMBIA	17	20	0	0	0	0	15	11	11	8
FLORIDA	.	.	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.	.	.
HAWAII	1	1	1	1	2	1	2	1	1	2
IDAHO	4	6	1	1	0	2	2	5	3	6
ILLINOIS	0	0	0	0	0	0	0	0	0	0
INDIANA	13	11	2	0	1	3	11	6	8	22
IOWA	14	49	21	1	2	19	26	5	45	46
KANSAS	1	9	1	0	0	6	0	0	1	17
KENTUCKY	8	17	5	0	0	2	15	13	12	5
LOUISIANA	.	.	.	.	.	.	.	.	.	.
MAINE	151	105	41	28	7	129	70	77	77	87
MARYLAND	12	8	0	0	3	6	0	10	6	1
MASSACHUSETTS	2	9	0	1	0	12	3	2	19	9
MICHIGAN	2	1	1	1	0	7	0	0	0	7
MINNESOTA	0	0	0	0	0	0	0	0	0	0
MISSISSIPPI	6	1	3	3	2	6	1	3	3	3
MISSOURI	6	6	0	0	0	8	2	4	2	4
MONTANA	2	4	0	0	1	2	2	2	5	2
NEBRASKA	1	3	3	1	0	3	0	0	2	0
NEVADA	2	3	0	0	0	0	1	1	1	3
NEW HAMPSHIRE	0	1	1	0	0	0	0	0	0	0
NEW JERSEY	109	62	16	7	7	43	43	50	57	36
NEW MEXICO	17	9	1	0	3	13	6	8	11	4
NEW YORK	179	322	0	0	0	0	36	107	358	54
NORTH CAROLINA	28	30	5	0	1	14	24	60	21	25
NORTH DAKOTA	.	.	.	.	.	.	.	.	.	.
OHIO	67	122	12	3	4	21	44	79	68	68
OKLAHOMA	18	20	11	8	10	19	16	15	21	13
OREGON	.	.	.	.	.	.	.	.	.	.
PENNSYLVANIA	0	0	0	0	0	0	0	0	0	0
PUERTO RICO	1	5	0	1	0	5	3	0	4	2
RHODE ISLAND	0	0	0	0	0	0	0	0	0	0
SOUTH CAROLINA	2	8	0	0	0	1	6	5	3	5
SOUTH DAKOTA	4	5	0	0	0	3	2	3	6	3
TENNESSEE	12	21	9	0	0	22	29	16	30	34
TEXAS	132	132	100	50	.	75	100	50	75	100
UTAH	17	18	2	1	1	6	22	25	26	3
VERMONT	0	0	0	0	0	0	0	0	0	0
VIRGINIA	32	49	17	0	13	18	22	23	30	17
WASHINGTON	16	8	5	8	5	0	80	8	8	80
WEST VIRGINIA	0	0	0	0	0	0	0	0	0	0
WISCONSIN	149	104	12	11	4	56	44	89	142	57
WYOMING	.	.	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	3	3	1	0	0	1	3	3	3	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	2	0	2	0	0
U.S. AND INSULAR AREAS	1,343	1,313	486	137	79	563	746	785	1,192	836
50 STATES, D.C. & P.R.	1,340	1,310	485	137	79	560	743	780	1,189	836

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ANTICIPATED SERVICES NEEDED FOR THE 1989-90 SCHOOL YEAR BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

MULTIPLE DISABILITIES

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	57	54	44	26	58	3	545	2
ALASKA	1	1	0	0	0	0	4	1
ARIZONA	36	71	27	34	132	8	846	2
ARKANSAS	11	8	7	5	5	0	79	1
CALIFORNIA	69	26	43	13	48	38	411	338
COLORADO	47	10	27	6	33	22	249	49
CONNECTICUT	1	.	5	0	.	15	28	.
DELAWARE	9	9	6	6	9	9	94	3
DISTRICT OF COLUMBIA	12	12	12	1	17	0	136	0
FLORIDA	.	.	.	.	.	.	.	.
GEORGIA	.	.	.	.	.	.	.	.
HAWAII	2	1	2	3	3	0	24	0
IDAHO	7	7	6	5	2	1	58	0
ILLINOIS	0	0	0	0	0	0	0	0
INDIANA	10	11	10	8	14	1	131	0
IOWA	28	21	20	12	8	3	320	0
KANSAS	10	8	9	2	3	6	73	0
KENTUCKY	48	47	49	26	44	5	296	0
LOUISIANA	.	.	.	.	.	.	.	.
MAINE	146	73	146	72	146	55	1,410	61
MARYLAND	45	35	19	11	18	9	183	0
MASSACHUSETTS	3	2	10	1	7	0	80	0
MICHIGAN	0	0	0	0	0	1	20	15
MINNESOTA	0	0	0	0	0	0	0	0
MISSISSIPPI	1	3	4	6	1	3	49	0
MISSOURI	10	8	12	14	22	0	98	9
MONTANA	3	3	2	2	3	1	34	0
NEBRASKA	3	0	0	0	3	0	19	0
NEVADA	4	3	1	0	1	0	20	0
NEW HAMPSHIRE	1	1	1	0	1	0	6	0
NEW JERSEY	135	59	99	34	187	36	980	32
NEW MEXICO	24	18	15	10	13	1	153	25
NEW YORK	179	54	18	286	179	0	1,772	0
NORTH CAROLINA	73	13	69	9	42	9	423	3
NORTH DAKOTA	.	.	.	.	.	.	.	.
OHIO	134	110	97	50	92	10	981	189
OKLAHOMA	22	19	12	10	22	3	239	2
OREGON	.	.	.	.	.	.	.	.
PENNSYLVANIA	0	0	0	0	0	0	0	0
PUERTO RICO	0	0	0	2	2	38	63	165
RHODE ISLAND	0	0	0	1	0	0	1	11
SOUTH CAROLINA	3	3	2	2	2	0	42	0
SOUTH DAKOTA	6	2	1	1	4	5	45	4
TENNESSEE	19	22	18	16	20	0	268	2
TEXAS	61	61	50	75	132	.	1,193	1
UTAH	38	23	30	28	17	1	258	0
VERMONT	2	0	0	0	0	1	3	1
VIRGINIA	47	40	27	23	27	11	396	0
WASHINGTON	8	8	8	8	16	0	266	0
WEST VIRGINIA	0	0	0	0	0	0	0	0
WISCONSIN	250	160	175	65	192	38	1,548	88
WYOMING	.	.	.	.	.	.	.	.
AMERICAN SAMOA	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	3	3	3	3	3	0	32	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	3	1	2	0	5	0	15	0
U.S. AND INSULAR AREAS	1,571	1,010	1,088	876	1,533	333	13,891	1,004
50 STATES, D.C. & P.R.	1,565	1,006	1,083	873	1,525	333	13,844	1,004

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ANTICIPATED SERVICES NEEDED FOR THE 1989-90 SCHOOL YEAR BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

HEARING IMPAIRMENTS

STATE	COUNSELING GUIDANCE	TRANS-PORTATION	TECHNO-LOGICAL AIDS	INTER-PRETER SERVICES	READER SERVICES	PHYSICAL/ MENTAL RESTOR-ATION	FAMILY SERVICES	INDEP-ENDENT LIVING	MAINT-ENANCE	RESID-ENTIAL SERVICES
ALABAMA	14	3	6	17	1	0	8	8	2	1
ALASKA	2	0	0	0	1	1	0	0	0	1
ARIZONA	21	7	5	10	0	2	0	3	6	2
ARKANSAS	24	2	21	22	0	1	3	8	5	0
CALIFORNIA	48	23	9	4	2	7	13	22	21	13
COLORADO	19	0	14	12	0	1	1	9	15	1
CONNECTICUT	.	0	2	1	0	0	1	1	1	0
DELAWARE	7	0	7	9	0	1	0	1	3	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0	0	0
FLORIDA	58	11	111	110	8	4	5	21	78	76
GEORGIA	24	9	17	23	1	0	4	3	8	4
HAWAII	19	13	12	19	19	4	19	10	4	4
IDAHO	1	0	0	2	0	0	0	0	0	0
ILLINOIS	14	1	5	21	5	0	0	2	3	0
INDIANA	13	3	8	14	3	0	2	5	4	2
IOWA	8	1	24	25	1	0	1	2	15	0
KANSAS	7	7	24	28	0	6	3	4	8	5
KENTUCKY	45	8	38	36	0	1	10	9	31	7
LOUISIANA	.	.	.	.	.	.	.	.	.	.
MAINE	17	12	48	39	10	21	3	5	5	10
MARYLAND	7	2	9	9	1	2	0	1	3	1
MASSACHUSETTS	1	5	0	0	0	8	2	2	12	5
MICHIGAN	1	0	0	0	0	0	0	0	0	0
MINNESOTA	55	40	30	10	0	0	10	30	10	0
MISSISSIPPI	7	4	2	5	1	0	2	1	2	0
MISSOURI	14	4	4	6	2	2	4	0	0	0
MONTANA	2	0	0	0	0	0	0	0	1	1
NEBRASKA	2	5	2	4	0	6	3	0	2	0
NEVADA	1	0	0	1	0	0	0	1	0	0
NEW HAMPSHIRE	2	0	0	1	0	0	0	1	2	0
NEW JERSEY	69	7	18	27	5	2	7	2	23	2
NEW MEXICO	17	6	7	12	0	0	0	2	7	0
NEW YORK	49	50	70	54	0	0	3	8	0	8
NORTH CAROLINA	55	14	30	48	9	0	8	8	23	1
NORTH DAKOTA	1	0	1	0	0	0	0	0	0	0
OHIO	42	23	30	50	6	12	15	21	17	41
OKLAHOMA	30	11	10	28	1	0	13	18	5	1
OREGON	22	11	0	28	0	0	4	8	0	5
PENNSYLVANIA	353	0	127	356	0	2	0	0	0	1
PUERTO RICO	2	7	4	3	3	0	1	1	4	0
RHODE ISLAND	0	0	0	0	0	0	0	0	0	1
SOUTH CAROLINA	13	0	17	14	0	0	6	0	5	0
SOUTH DAKOTA	2	1	0	1	0	0	1	1	1	1
TENNESSEE	15	3	26	36	0	0	4	9	4	4
TEXAS	149	30	100	149	0	0	73	100	30	30
UTAH	27	4	10	9	0	2	1	1	1	0
VERMONT	0	0	1	1	0	0	0	3	0	0
VIRGINIA	23	3	19	18	1	2	3	3	4	1
WASHINGTON	24	0	33	19	0	33	0	0	0	0
WEST VIRGINIA	3	3	3	3	2	0	1	0	3	0
WISCONSIN	3	0	2	5	0	0	0	0	0	0
WYOMING	4	0	2	1	0	0	0	0	0	0
AMERICAN SAMOA	0	0	0	0	0	0	0	0	0	0
GUAM	0	0	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0	0	0
U.S. AND INSULAR AREAS	1,336	333	908	1,290	82	120	234	334	368	229
50 STATES, D.C. & P.R.	1,336	333	908	1,290	82	120	234	334	368	229

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TABLE AE1

ANTICIPATED SERVICES NEEDED FOR THE 1989-90 SCHOOL YEAR BY CHILDREN WITH DISABILITIES AGE 14 AND OLDER EXITING THE EDUCATIONAL SYSTEM

HEARING IMPAIRMENTS

STATE	VOCATIONAL/ TRAINING SERVICES	TRANSITIONAL EMPLOYMENT SERVICES	VOCATIONAL PLACEMENT	POST EMPLOY-MENT	EVALUATION OF VR SERVICES	OTHER SERVICES	ALL SERVICES	NO SPECIAL SERVICES
ALABAMA	32	23	13	3	181	0	312	9
ALASKA	2	1	0	0	5	0	13	4
ARIZONA	29	6	15	4	22	3	135	3
ARKANSAS	20	7	13	6	5	6	143	3
CALIFORNIA	64	24	39	12	44	35	380	312
COLORADO	27	2	8	1	24	6	140	17
CONNECTICUT	1	1	2	0	0	2	12	727
DELAWARE	9	2	7	2	6	0	54	0
DISTRICT OF COLUMBIA	0	0	0	0	0	0	0	0
FLORIDA	50	32	46	13	133	5	761	5
GEORGIA	27	16	21	4	21	1	183	4
HAWAII	5	13	13	12	7	0	173	0
IDAHO	0	0	0	0	2	0	5	0
ILLINOIS	15	6	30	4	11	9	126	62
INDIANA	20	8	13	4	24	1	124	4
IOWA	23	8	10	1	26	4	149	11
KANSAS	25	19	19	3	5	7	170	4
KENTUCKY	49	15	39	15	50	2	355	1
LOUISIANA	.	.	.	.	.	.	.	.
MAINE	40	21	40	9	40	29	349	29
MARYLAND	21	15	7	3	11	2	94	0
MASSACHUSETTS	2	1	7	0	4	0	49	0
MICHIGAN	7	7	11	7	7	6	46	58
MINNESOTA	55	40	15	15	40	0	350	0
MISSISSIPPI	7	4	10	3	3	0	51	1
MISSOURI	14	4	16	4	12	0	86	18
MONTANA	2	2	1	0	1	0	10	1
NEBRASKA	4	0	0	0	0	0	28	0
NEVADA	1	1	1	2	1	0	9	4
NEW HAMPSHIRE	2	1	1	0	2	0	12	0
NEW JERSEY	32	22	25	9	41	5	296	7
NEW MEXICO	16	9	4	0	5	0	85	10
NEW YORK	8	0	0	0	8	0	258	0
NORTH CAROLINA	71	45	84	19	76	0	491	18
NORTH DAKOTA	0	0	0	0	0	0	2	.
OHIO	51	31	40	22	35	6	442	80
OKLAHOMA	27	27	25	3	26	1	226	5
OREGON	17	12	13	2	26	5	153	1
PENNSYLVANIA	154	127	163	37	247	43	1,610	516
PUERTO RICO	6	0	3	1	6	31	72	132
RHODE ISLAND	0	0	1	0	0	0	2	16
SOUTH CAROLINA	12	8	5	5	7	1	93	1
SOUTH DAKOTA	4	2	2	2	1	3	22	30
TENNESSEE	37	17	34	7	22	0	218	12
TEXAS	112	74	74	37	149	.	1,107	10
UTAH	26	24	14	4	21	0	144	1
VERMONT	1	1	0	0	2	0	9	6
VIRGINIA	39	34	16	21	27	4	218	8
WASHINGTON	19	33	0	0	19	0	180	0
WEST VIRGINIA	8	0	7	5	9	1	48	0
WISCONSIN	2	0	2	0	2	0	16	5
WYOMING	5	1	0	0	3	1	17	0
AMERICAN SAMOA	1	0	1	0	1	0	3	0
GUAM	0	0	0	0	0	0	0	0
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	0	0	0	0	0	0	0	0
U.S. AND INSULAR AREAS	1,201	746	910	301	1,420	219	10,031	2,135
50 STATES, D.C. & P.R.	1,200	746	909	301	1,419	219	10,028	2,135

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ESTIMATED RESIDENT POPULATION FOR CHILDREN AGE 3-21

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1976-77	1988-89	1989-90	1976-77 - 1989-90	1988-89 - 1989-90	1976-77 - 1989-90	1988-89 - 1989-90
ALABAMA	1,276,000	1,193,000	1,189,000	-87,000	-4,000	-6.82	-0.34
ALASKA	171,000	168,000	168,000	-3,000	0	-1.75	0.00
ARIZONA	788,000	977,000	1,003,000	215,000	26,000	27.28	2.66
ARKANSAS	704,000	690,000	693,000	-11,000	3,000	-1.56	0.43
CALIFORNIA	7,092,000	7,667,000	7,870,000	778,000	203,000	10.97	2.65
COLORADO	900,000	908,000	909,000	9,000	1,000	1.00	0.11
CONNECTICUT	1,021,000	814,000	807,000	-214,000	-7,000	-20.96	-0.86
DELAWARE	205,000	178,000	179,000	-26,000	1,000	-12.68	0.56
DISTRICT OF COLUMBIA	227,000	143,000	143,000	-84,000	0	-37.00	0.00
FLORIDA	2,525,000	2,931,000	3,006,000	481,000	75,000	19.05	2.56
GEORGIA	1,778,000	1,883,000	1,903,000	125,000	20,000	7.03	1.06
HAWAII	321,000	304,000	305,000	-16,000	1,000	-4.98	0.33
IDAHO	297,000	317,000	321,000	24,000	4,000	8.08	1.26
ILLINOIS	3,802,000	3,173,000	3,150,000	-652,000	-23,000	-17.15	-0.72
INDIANA	1,854,000	1,573,000	1,575,000	-279,000	2,000	-15.05	0.13
IOWA	970,000	769,000	765,000	-205,000	-4,000	-21.13	-0.52
KANSAS	763,000	685,000	694,000	-69,000	9,000	-9.04	1.31
KENTUCKY	1,181,000	1,066,000	1,055,000	-126,000	-11,000	-10.67	-1.03
LOUISIANA	1,444,000	1,356,000	1,334,000	-110,000	-22,000	-7.62	-1.62
MAINE	368,000	328,000	329,000	-39,000	1,000	-10.60	0.30
MARYLAND	1,437,000	1,221,000	1,225,000	-212,000	4,000	-14.75	0.33
MASSACHUSETTS	1,930,000	1,454,000	1,448,000	-482,000	-6,000	-24.97	-0.41
MICHIGAN	3,267,000	2,627,000	2,619,000	-648,000	-8,000	-19.83	-0.30
MINNESOTA	1,393,000	1,179,000	1,190,000	-203,000	11,000	-14.57	0.93
MISSISSIPPI	882,000	831,000	823,000	-59,000	-8,000	-6.69	-0.96
MISSOURI	1,587,000	1,389,000	1,386,000	-201,000	-3,000	-12.67	-0.22
MONTANA	265,000	230,000	230,000	-35,000	0	-13.21	0.00
NEBRASKA	528,000	447,000	449,000	-79,000	2,000	-14.96	0.45
NEVADA	211,000	272,000	284,000	73,000	12,000	34.60	4.41
NEW HAMPSHIRE	281,000	293,000	299,000	18,000	6,000	6.41	2.05
NEW JERSEY	2,398,000	1,961,000	1,943,000	-455,000	-18,000	-18.97	-0.92
NEW MEXICO	447,000	461,000	467,000	20,000	6,000	4.47	1.30
NEW YORK	5,814,000	4,645,000	4,609,000	-1,205,000	-36,000	-20.73	-0.78
NORTH CAROLINA	1,883,000	1,783,000	1,789,000	-94,000	6,000	-4.99	0.34
NORTH DAKOTA	230,000	192,000	189,000	-41,000	-3,000	-17.83	-1.56
OHIO	3,687,000	3,010,000	3,011,000	-676,000	1,000	-18.33	0.03
OKLAHOMA	906,000	933,000	916,000	10,000	-17,000	1.10	-1.82
OREGON	752,000	727,000	740,000	-12,000	13,000	-1.60	1.79
PENNSYLVANIA	3,793,000	3,073,000	3,059,000	-734,000	-14,000	-19.35	-0.46
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	308,000	252,000	249,000	-59,000	-3,000	-19.16	-1.19
SOUTH CAROLINA	1,035,000	1,020,000	1,026,000	-9,000	6,000	-0.87	0.59
SOUTH DAKOTA	241,000	205,000	204,000	-37,000	-1,000	-15.35	-0.49
TENNESSEE	1,413,000	1,351,000	1,354,000	-59,000	3,000	-4.18	0.22
TEXAS	4,446,000	5,122,000	5,129,000	683,000	7,000	15.36	0.14
UTAH	481,000	635,000	644,000	163,000	9,000	33.89	1.42
VERMONT	168,000	154,000	155,000	-13,000	1,000	-7.74	0.65
VIRGINIA	1,754,000	1,599,000	1,608,000	-146,000	9,000	-8.32	0.56
WASHINGTON	1,217,000	1,253,000	1,283,000	66,000	30,000	5.42	2.39
WEST VIRGINIA	592,000	526,000	514,000	-78,000	-12,000	-13.18	-2.28
WISCONSIN	1,613,000	1,354,000	1,337,000	-276,000	-17,000	-17.11	-1.26
WYOMING	136,000	147,000	144,000	8,000	-3,000	5.88	-2.04
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	72,782,000	67,469,000	67,721,000	-5,061,000	252,000	-6.95	0.37
50 STATES, D.C. & P.R.	72,782,000	67,469,000	67,721,000	-5,061,000	252,000	-6.95	0.37

POPULATION COUNTS ARE JULY ESTIMATES FROM THE BUREAU OF CENSUS.

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ESTIMATED RESIDENT POPULATION FOR CHILDREN AGE 3-5

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1976-77	1988-89	1989-90	1976-77 - 1989-90	1988-89 - 1989-90	1976-77 - 1989-90	1988-89 - 1989-90
ALABAMA	175,341	179,000	179,000	3,659	0	2.09	0.00
ALASKA	24,068	35,000	34,000	9,932	-1,000	41.27	-2.86
ARIZONA	120,127	172,000	177,000	56,873	5,000	47.34	2.91
ARKANSAS	101,569	105,000	106,000	4,431	1,000	4.36	0.95
CALIFORNIA	909,219	1,375,000	1,412,000	502,781	37,000	55.30	2.69
COLORADO	120,145	160,000	158,000	37,855	-2,000	31.51	-1.25
CONNECTICUT	113,358	128,000	131,000	17,642	3,000	15.56	2.34
DELAWARE	25,241	28,000	29,000	3,759	1,000	14.89	3.57
DISTRICT OF COLUMBIA	27,938	27,000	27,000	-938	0	-3.36	0.00
FLORIDA	344,352	498,000	513,000	168,648	15,000	48.98	3.01
GEORGIA	249,132	294,000	299,000	49,868	5,000	20.02	1.70
HAWAII	45,097	53,000	52,000	6,903	-1,000	15.31	-1.89
IDAHO	44,631	51,000	50,000	5,369	-1,000	12.03	-1.96
ILLINOIS	499,178	508,000	506,000	6,822	-2,000	1.37	-0.39
INDIANA	246,507	234,000	236,000	-10,507	2,000	-4.26	0.85
IOWA	118,766	118,000	117,000	-1,766	-1,000	-1.49	-0.85
KANSAS	96,784	115,000	116,000	19,216	1,000	19.85	0.87
KENTUCKY	162,249	155,000	152,000	-10,249	-3,000	-6.32	-1.94
LOUISIANA	198,917	232,000	224,000	25,083	-8,000	12.61	-3.45
MAINE	47,644	50,000	51,000	3,356	1,000	7.05	2.00
MARYLAND	164,831	200,000	205,000	40,169	5,000	24.37	2.50
MASSACHUSETTS	213,304	228,000	235,000	21,696	7,000	10.17	3.07
MICHIGAN	413,467	394,000	404,000	-9,467	10,000	-2.29	2.54
MINNESOTA	166,645	194,000	197,000	30,355	3,000	18.22	1.55
MISSISSIPPI	130,900	128,000	125,000	-5,900	-3,000	-4.51	-2.34
MISSOURI	205,393	222,000	222,000	16,607	0	8.09	0.00
MONTANA	35,214	39,000	38,000	2,786	-1,000	7.91	-2.56
NEBRASKA	69,511	73,000	73,000	3,489	0	5.02	0.00
NEVADA	27,838	48,000	49,000	21,162	1,000	76.02	2.08
NEW HAMPSHIRE	34,881	46,000	48,000	13,119	2,000	37.61	4.35
NEW JERSEY	290,746	302,000	309,000	18,254	7,000	6.28	2.32
NEW MEXICO	64,122	81,000	81,000	16,878	0	26.32	0.00
NEW YORK	702,865	736,000	745,000	42,135	9,000	5.99	1.22
NORTH CAROLINA	252,156	264,000	269,000	16,844	5,000	6.68	1.89
NORTH DAKOTA	30,231	33,000	31,000	769	-2,000	2.54	-6.06
OHIO	470,129	462,000	467,000	-3,129	5,000	-0.67	1.08
OKLAHOMA	126,173	160,000	147,000	20,827	-13,000	16.51	-8.12
OREGON	98,561	114,000	116,000	17,439	2,000	17.69	1.75
PENNSYLVANIA	460,377	470,000	474,000	13,623	4,000	2.96	0.85
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	35,362	39,000	39,000	3,638	0	10.29	0.00
SOUTH CAROLINA	144,888	156,000	157,000	12,112	1,000	8.36	0.64
SOUTH DAKOTA	32,481	35,000	34,000	1,519	-1,000	4.68	-2.86
TENNESSEE	192,024	200,000	201,000	8,976	1,000	4.67	0.50
TEXAS	634,321	906,000	889,000	254,679	-17,000	40.15	-1.88
UTAH	81,356	111,000	107,000	25,644	-4,000	31.52	-3.60
VERMONT	20,524	24,000	24,000	3,476	0	16.94	0.00
VIRGINIA	216,877	250,000	256,000	39,123	6,000	18.04	2.40
WASHINGTON	147,905	208,000	213,000	65,095	5,000	44.01	2.40
WEST VIRGINIA	84,025	71,000	68,000	-16,025	-3,000	-19.07	-4.23
WISCONSIN	192,191	216,000	217,000	24,809	1,000	12.91	0.46
WYOMING	19,946	26,000	24,000	4,054	-2,000	20.32	-7.69
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	9,429,510	10,953,000	11,033,000	1,603,490	80,000	17.01	0.73
50 STATES, D.C. & P.R.	9,429,510	10,953,000	11,033,000	1,603,490	80,000	17.01	0.73

POPULATION COUNTS ARE JULY ESTIMATES FROM THE BUREAU OF CENSUS.

THE 1976-77 DATA WERE ESTIMATED FROM THE AGE 3-21 GROUP.

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TABLE AF3

ESTIMATED RESIDENT POPULATION FOR CHILDREN AGE 6-17

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1976-77	1988-89	1989-90	1976-77 - 1989-90	1988-89 - 1989-90	1976-77 - 1989-90	1988-89 - 1989-90
ALABAMA	812,953	759,000	752,000	-60,953	-7,000	-7.50	-0.92
ALASKA	102,411	99,000	99,000	-3,411	0	-3.33	0.00
ARIZONA	490,548	596,000	614,000	123,452	18,000	25.17	3.02
ARKANSAS	450,431	441,000	441,000	-9,431	0	-2.09	0.00
CALIFORNIA	4,446,498	4,654,000	4,771,000	324,502	117,000	7.30	2.51
COLORADO	551,093	550,000	550,000	-1,093	0	-0.20	0.00
CONNECTICUT	671,319	496,000	490,000	-181,319	-6,000	-27.01	-1.21
DELAWARE	128,764	109,000	109,000	-19,764	0	-15.35	0.00
DISTRICT OF COLUMBIA	136,585	82,000	83,000	-53,585	1,000	-39.23	1.22
FLORIDA	1,586,530	1,779,000	1,820,000	233,470	41,000	14.72	2.30
GEORGIA	1,120,109	1,181,000	1,188,000	67,891	7,000	6.06	0.59
HAWAII	191,110	180,000	181,000	-10,110	1,000	-5.29	0.56
IDAHO	186,590	205,000	208,000	21,410	3,000	11.47	1.46
ILLINOIS	2,429,966	1,976,000	1,950,000	-479,966	-26,000	-19.75	-1.32
INDIANA	1,182,681	994,000	988,000	-194,681	-6,000	-16.46	-0.60
IOWA	632,399	484,000	480,000	-152,399	-4,000	-24.10	-0.83
KANSAS	473,180	424,000	430,000	-43,180	6,000	-9.13	1.42
KENTUCKY	746,989	675,000	665,000	-81,989	-10,000	-10.98	-1.48
LOUISIANA	923,076	845,000	836,000	-87,076	-9,000	-9.43	-1.07
MAINE	237,130	203,000	203,000	-34,130	0	-14.39	0.00
MARYLAND	928,271	735,000	736,000	-192,271	1,000	-20.71	0.14
MASSACHUSETTS	1,242,391	858,000	849,000	-393,391	-9,000	-31.66	-1.05
MICHIGAN	2,095,777	1,648,000	1,629,000	-466,777	-19,000	-22.27	-1.15
MINNESOTA	898,231	731,000	737,000	-161,231	6,000	-17.95	0.82
MISSISSIPPI	562,604	530,000	524,000	-38,604	-6,000	-6.86	-1.13
MISSOURI	1,003,075	868,000	862,000	-141,075	-6,000	-14.06	-0.69
MONTANA	169,330	146,000	146,000	-23,330	0	-13.78	0.00
NEBRASKA	332,339	279,000	280,000	-52,339	1,000	-15.75	0.36
NEVADA	135,073	168,000	176,000	40,927	8,000	30.30	4.76
NEW HAMPSHIRE	183,785	179,000	181,000	-2,785	2,000	-1.52	1.12
NEW JERSEY	1,587,994	1,203,000	1,187,000	-400,994	-16,000	-25.25	-1.33
NEW MEXICO	280,878	288,000	293,000	12,122	5,000	4.32	1.74
NEW YORK	3,793,733	2,837,000	2,803,000	-990,733	-34,000	-26.11	-1.20
NORTH CAROLINA	1,181,836	1,098,000	1,091,000	-90,836	-7,000	-7.69	-0.64
NORTH DAKOTA	144,042	119,000	118,000	-26,042	-1,000	-18.08	-0.84
OHIO	2,355,041	1,895,000	1,883,000	-472,041	-12,000	-20.04	-0.63
OKLAHOMA	564,589	579,000	570,000	5,411	-9,000	0.96	-1.55
OREGON	478,903	458,000	465,000	-13,903	7,000	-2.90	1.53
PENNSYLVANIA	2,454,642	1,899,000	1,884,000	-570,642	-15,000	-23.25	-0.79
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	199,207	151,000	149,000	-50,207	-2,000	-25.20	-1.32
SOUTH CAROLINA	645,989	637,000	638,000	-7,989	1,000	-1.24	0.16
SOUTH DAKOTA	151,333	128,000	128,000	-23,333	0	-15.42	0.00
TENNESSEE	899,154	853,000	849,000	-50,154	-4,000	-5.58	-0.47
TEXAS	2,779,661	3,187,000	3,183,000	403,339	-4,000	14.51	-0.13
UTAH	286,294	413,000	420,000	133,706	7,000	46.70	1.69
VERMONT	108,007	93,000	93,000	-15,007	0	-13.89	0.00
VIRGINIA	1,090,502	957,000	956,000	-134,502	-1,000	-12.33	-0.10
WASHINGTON	776,411	772,000	789,000	12,589	17,000	1.62	2.20
WEST VIRGINIA	380,112	340,000	330,000	-50,112	-10,000	-13.18	-2.94
WISCONSIN	1,043,493	845,000	828,000	-215,493	-17,000	-20.65	-2.01
WYOMING	84,744	93,000	91,000	6,256	-2,000	7.38	-2.15
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	46,337,802	41,719,000	41,726,000	-4,611,802	7,000	-9.95	0.02
50 STATES, D.C. & P.R.	46,337,802	41,719,000	41,726,000	-4,611,802	7,000	-9.95	0.02

POPULATION COUNTS ARE JULY ESTIMATES FROM THE BUREAU OF CENSUS.

THE 1976-77 DATA WERE ESTIMATED FROM THE AGE 3-21 GROUP.

DATA AS OF OCTOBER 1, 1990.

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TABLE AF4

ESTIMATED RESIDENT POPULATION FOR CHILDREN AGE 18-21

STATE	NUMBER			CHANGE IN NUMBER		PERCENTAGE CHANGE IN NUMBER	
	1976-77	1988-89	1989-90	1976-77 - 1989-90	1988-89 - 1989-90	1976-77 - 1989-90	1988-89 - 1989-90
ALABAMA	287,706	255,000	258,000	-29,706	3,000	-10.33	1.18
ALASKA	44,521	34,000	35,000	-9,521	1,000	-21.38	2.94
ARIZONA	177,325	209,000	212,000	34,675	3,000	19.55	1.44
ARKANSAS	152,000	144,000	146,000	-6,000	2,000	-3.95	1.39
CALIFORNIA	1,736,283	1,638,000	1,687,000	-49,283	49,000	-2.84	2.99
COLORADO	228,763	198,000	201,000	-27,763	3,000	-12.14	1.52
CONNECTICUT	236,324	190,000	186,000	-50,324	-4,000	-21.29	-2.11
DELAWARE	50,995	41,000	41,000	-9,995	0	-19.60	0.00
DISTRICT OF COLUMBIA	62,477	34,000	33,000	-29,477	-1,000	-47.18	-2.94
FLORIDA	594,118	654,000	673,000	78,882	19,000	13.28	2.91
GEORGIA	408,759	408,000	416,000	7,241	8,000	1.77	1.96
HAWAII	84,792	71,000	72,000	-12,792	1,000	-15.09	1.41
IDAHO	65,779	61,000	63,000	-2,779	2,000	-4.22	3.28
ILLINOIS	872,856	689,000	694,000	-178,856	5,000	-20.49	0.73
INDIANA	424,812	345,000	351,000	-73,812	6,000	-17.38	1.74
IOWA	218,835	167,000	168,000	-50,835	1,000	-23.23	0.60
KANSAS	193,036	146,000	148,000	-45,036	2,000	-23.33	1.37
KENTUCKY	271,761	236,000	238,000	-33,761	2,000	-12.42	0.85
LOUISIANA	322,007	279,000	274,000	-48,007	-5,000	-14.91	-1.79
MAINE	83,226	75,000	75,000	-8,226	0	-9.88	0.00
MARYLAND	343,897	286,000	284,000	-59,897	-2,000	-17.42	-0.70
MASSACHUSETTS	474,305	368,000	364,000	-110,305	-4,000	-23.26	-1.09
MICHIGAN	757,757	585,000	586,000	-171,757	1,000	-22.67	0.17
MINNESOTA	328,124	254,000	256,000	-72,124	2,000	-21.98	0.79
MISSISSIPPI	188,496	173,000	174,000	-14,496	1,000	-7.69	0.58
MISSOURI	378,532	299,000	302,000	-76,532	3,000	-20.22	1.00
MONTANA	60,456	45,000	46,000	-14,456	1,000	-23.91	2.22
NEBRASKA	126,150	95,000	96,000	-30,150	1,000	-23.90	1.05
NEVADA	48,088	56,000	59,000	10,912	3,000	22.69	5.36
NEW HAMPSHIRE	62,335	68,000	70,000	7,665	2,000	12.30	2.94
NEW JERSEY	519,260	456,000	447,000	-72,260	-9,000	-13.92	-1.97
NEW MEXICO	102,000	92,000	93,000	-9,000	1,000	-8.82	1.09
NEW YORK	1,317,403	1,072,000	1,061,000	-256,403	-11,000	-19.46	-1.03
NORTH CAROLINA	449,008	421,000	429,000	-20,008	8,000	-4.46	1.90
NORTH DAKOTA	55,727	40,000	40,000	-15,727	0	-28.22	0.00
OHIO	861,830	653,000	661,000	-200,830	8,000	-23.30	1.23
OKLAHOMA	215,238	194,000	199,000	-16,238	5,000	-7.54	2.58
OREGON	174,536	155,000	159,000	-15,536	4,000	-8.90	2.58
PENNSYLVANIA	877,981	704,000	701,000	-176,981	-3,000	-20.16	-0.43
PUERTO RICO	.	.	.	.	.	.	.
RHODE ISLAND	73,430	62,000	61,000	-12,430	-1,000	-16.93	-1.61
SOUTH CAROLINA	244,123	227,000	231,000	-13,123	4,000	-5.38	1.76
SOUTH DAKOTA	57,186	42,000	42,000	-15,186	0	-26.56	0.00
TENNESSEE	321,822	298,000	304,000	-17,822	6,000	-5.54	2.01
TEXAS	1,032,018	1,029,000	1,057,000	24,982	28,000	2.42	2.72
UTAH	113,350	111,000	117,000	3,650	6,000	3.22	5.41
VERMONT	39,470	37,000	38,000	-1,470	1,000	-3.72	2.70
VIRGINIA	446,620	392,000	396,000	-50,620	4,000	-11.33	1.02
WASHINGTON	292,683	273,000	281,000	-11,683	8,000	-3.99	2.93
WEST VIRGINIA	127,864	115,000	116,000	-11,864	1,000	-9.28	0.87
WISCONSIN	377,316	293,000	292,000	-85,316	-1,000	-22.61	-0.34
WYOMING	31,309	28,000	29,000	-2,309	1,000	-7.38	3.57
AMERICAN SAMOA	.	.	.	.	.	.	.
GUAM	.	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	17,014,688	14,797,000	14,962,000	-2,052,688	165,000	-12.06	1.12
50 STATES, D.C. & P.R.	17,014,688	14,797,000	14,962,000	-2,052,688	165,000	-12.06	1.12

POPULATION COUNTS ARE JULY ESTIMATES FROM THE BUREAU OF CENSUS.

THE 1976-77 DATA WERE ESTIMATED FROM THE AGE 3-21 GROUP.

DATA AS OF OCTOBER 1, 1990.

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TABLE AF5

ENROLLMENT FOR CHILDREN AGE 5-17

STATE	NUMBER 1976-77	NUMBER 1988-89	NUMBER 1989-90	CHANGE IN NUMBER 1976-77 - 1989-90	CHANGE IN NUMBER 1988-89 - 1989-90	PERCENTAGE CHANGE IN NUMBER 1976-77 - 1989-90	PERCENTAGE CHANGE IN NUMBER 1988-89 - 1989-90
ALABAMA	752,507	730,032	728,254	-24,253	-1,778	-3.22	-0.24
ALASKA	91,190	104,077	109,028	17,838	4,951	19.56	4.76
ARIZONA	502,817	577,463	597,101	94,284	19,638	18.75	3.40
ARKANSAS	460,593	455,694	449,106	-11,487	-6,588	-2.49	-1.45
CALIFORNIA	4,380,300	4,610,978	5,079,934	699,634	468,956	15.97	10.17
COLORADO	570,000	560,082	526,686	-43,314	-33,396	-7.60	-5.96
CONNECTICUT	635,000	463,000	463,800	-171,200	800	-26.96	0.17
DELAWARE	122,273	96,678	97,808	-24,465	1,130	-20.01	1.17
DISTRICT OF COLUMBIA	125,848	88,513	88,000	-37,848	-513	-30.07	-0.58
FLORIDA	1,537,336	1,728,815	1,772,558	235,222	43,743	15.30	2.53
GEORGIA	1,095,142	1,111,365	1,126,111	30,969	14,746	2.83	1.33
HAWAII	174,943	167,227	169,193	-5,750	1,966	-3.29	1.18
IDAHO	200,005	214,600	212,550	12,545	-2,050	6.27	-0.96
ILLINOIS	2,238,129	1,787,888	1,745,985	-492,144	-41,903	-21.99	-2.34
INDIANA	1,163,179	963,653	958,350	-204,829	-5,303	-17.61	-0.55
IOWA	605,127	477,393	478,734	-126,393	1,341	-20.89	0.28
KANSAS	436,526	426,376	430,862	-5,664	4,486	-1.30	1.05
KENTUCKY	694,000	638,073	630,688	-63,312	-7,385	-9.12	-1.16
LOUISIANA	839,499	791,099	780,183	-59,316	-10,916	-7.07	-1.38
MAINE	248,822	211,474	213,386	-35,436	1,912	-14.24	0.90
MARYLAND	860,929	689,337	698,806	-162,123	9,469	-18.83	1.37
MASSACHUSETTS	1,172,000	816,811	818,347	-353,653	1,536	-30.18	0.19
MICHIGAN	2,035,703	1,590,000	1,500,000	-535,703	-90,000	-26.32	-5.66
MINNESOTA	862,591	724,059	692,100	-170,491	-31,959	-19.76	-4.41
MISSISSIPPI	510,209	503,326	501,772	-8,437	-1,554	-1.65	-0.31
MISSOURI	950,142	806,639	807,934	-142,208	1,295	-14.97	0.16
MONTANA	170,552	151,944	150,593	-19,959	-1,351	-11.70	-0.89
NEBRASKA	312,024	269,407	270,389	-41,635	982	-13.34	0.36
NEVADA	141,791	176,494	186,834	45,043	10,340	31.77	5.86
NEW HAMPSHIRE	175,496	165,679	167,386	-8,110	1,707	-4.62	1.03
NEW JERSEY	1,427,000	1,080,868	1,076,005	-350,995	-4,863	-24.60	-0.45
NEW MEXICO	284,719	280,682	284,438	-281	3,756	-0.10	1.34
NEW YORK	3,378,997	2,580,000	2,572,500	-806,497	-7,500	-23.87	-0.29
NORTH CAROLINA	1,191,316	1,081,138	1,078,153	-113,163	-2,985	-9.50	-0.28
NORTH DAKOTA	129,106	118,176	117,134	-11,972	-1,042	-9.27	-0.88
OHIO	2,249,440	1,782,473	1,765,300	-484,140	-17,173	-21.52	-0.96
OKLAHOMA	597,665	585.000	580,000	-17,665	-5,000	-2.96	-0.85
OREGON	474,707	461,751	472,394	-2,313	10,643	-0.49	2.30
PENNSYLVANIA	2,193,673	1,654,580	1,654,480	-539,193	-100	-24.58	-0.01
PUERTO RICO	688,592	.	.	.	.	.	.
RHODE ISLAND	172,373	133,585	135,035	-37,338	1,450	-21.66	1.09
SOUTH CAROLINA	620,711	615,773	616,179	-4,532	406	-0.73	0.07
SOUTH DAKOTA	148,080	126,534	127,115	-20,965	581	-14.16	0.46
TENNESSEE	841,974	820,300	839,860	-2,114	19,560	-0.25	2.38
TEXAS	2,822,754	3,268,605	3,309,000	486,246	40,395	17.23	1.24
UTAH	314,471	425,690	435,762	121,291	10,072	38.57	2.37
VERMONT	104,356	95,744	94,470	-9,886	-1,274	-9.47	-1.33
VIRGINIA	1,100,723	988,024	985,749	-114,974	-2,275	-10.45	-0.23
WASHINGTON	780,730	790,459	809,727	28,997	19,268	3.71	2.44
WEST VIRGINIA	404,771	335,912	328,069	-76,702	-7,843	-18.95	-2.33
WISCONSIN	945,337	775,000	777,359	-167,978	2,359	-17.77	0.30
WYOMING	90,587	97,793	97,135	6,548	-658	7.23	-0.67
AMERICAN SAMOA	9,950	.	.	.	.	.	.
GUAM	28,570	.	.	.	.	.	.
NORTHERN MARIANAS	.	.	.	.	.	.	.
TRUST TERRITORIES	.	.	.	.	.	.	.
VIRGIN ISLANDS	25,026	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	45,090,301	40,196,263	40,608,342	-4,481,959	412,079	-9.94	1.03
50 STATES, D.C. & P.R.	45,026,755	40,196,263	40,608,342	-4,418,413	412,079	-9.81	1.03

ENROLLMENT COUNTS ARE FALL MEMBERSHIP COUNTS COLLECTED BY NCES.

DATA FOR SCHOOL YEARS 1988-89 AND 1989-90 ARE ESTIMATES FROM NCES.

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TABLE AG1

STATE GRANT AWARDS UNDER CHAPTER 1 OF ESEA (SOP), IDEA, PART B, PRESCHOOL GRANT PROGRAM AND PART-H

APPROPRIATION YEAR 1990
ALLOCATION YEAR 1990-1991

STATE	CHAPTER 1 OF ESEA (SOP)	IDEA, PART B	PRESCHOOL GRANT PROGRAM	PART-H
ALABAMA	358,287	34,052,937	6,308,229	1,163,960
ALASKA	1,894,159	3,808,875	1,350,262	388,764
ARIZONA	733,228	18,858,918	2,851,538	1,249,449
ARKANSAS	1,431,059	15,065,812	2,165,002	677,333
CALIFORNIA	1,970,083	152,398,865	23,200,597	10,061,348
COLORADO	2,813,936	17,124,681	889,828	1,025,863
CONNECTICUT	2,866,293	20,594,868	4,472,719	914,070
DELAWARE	1,754,595	3,723,860	985,453	388,764
DISTRICT OF COLUMBIA	1,966,818	1,032,863	-6,734	388,764
FLORIDA	4,007,065	73,195,801	11,797,312	3,544,488
GEORGIA	1,225,887	32,770,172	4,598,919	2,031,998
HAWAII	548,532	4,126,995	529,084	388,764
IDAHO	190,418	7,320,540	4,268,632	388,764
ILLINOIS	24,727,529	69,571,354	21,875,008	3,445,848
INDIANA	4,562,539	35,109,453	3,936,649	1,551,947
IOWA	744,830	19,581,344	3,630,915	723,365
KANSAS	1,379,393	14,014,438	197,524	743,093
KENTUCKY	1,438,158	25,769,809	7,584,913	979,831
LOUISIANA	1,684,532	22,984,199	4,155,621	1,400,698
MAINE	636,227	9,276,912	3,457,724	388,764
MARYLAND	1,114,322	29,524,178	4,981,203	1,440,154
MASSACHUSETTS	11,024,831	46,183,677	7,774,704	1,663,739
MICHIGAN	7,684,939	51,385,249	11,326,183	2,702,755
MINNESOTA	210,321	27,315,847	5,856,067	1,288,905
MISSISSIPPI	357,451	20,240,410	1,202,074	789,125
MISSOURI	1,248,057	33,594,954	2,785,223	1,453,306
MONTANA	408,918	5,385,765	1,345,785	388,764
NEBRASKA	134,648	10,663,889	1,837,563	460,323
NEVADA	264,707	5,642,523	751,072	388,764
NEW HAMPSHIRE	986,227	5,984,640	1,067,545	388,764
NEW JERSEY	3,893,549	58,599,285	11,113,545	2,216,127
NEW MEXICO	113,576	11,300,130	1,485,310	519,508
NEW YORK	18,010,794	91,506,919	13,046,623	5,273,988
NORTH CAROLINA	1,851,893	40,126,363	9,011,094	1,854,445
NORTH DAKOTA	319,975	4,169,503	784,369	388,764
OHIO	4,262,359	65,749,452	8,002,995	3,077,589
OKLAHOMA	337,407	22,148,104	4,174,965	894,342
OREGON	6,218,657	15,560,475	789,920	762,821
PENNSYLVANIA	14,323,350	66,677,075	10,175,421	3,169,654
PUERTO RICO	225,004	11,659,044	1,928,671	1,361,241
RHODE ISLAND	623,870	6,666,816	831,106	388,764
SOUTH CAROLINA	283,122	26,151,348	5,145,604	1,045,591
SOUTH DAKOTA	174,967	4,869,847	1,692,333	388,764
TENNESSEE	524,067	34,259,304	5,251,527	1,348,089
TEXAS	6,262,838	110,112,506	15,742,438	5,786,920
UTAH	1,023,497	14,484,762	3,370,271	683,909
VERMONT	1,708,752	3,777,680	622,098	388,764
VIRGINIA	677,988	35,960,631	6,359,093	1,782,108
WASHINGTON	2,059,688	26,108,155	6,109,394	1,407,274
WEST VIRGINIA	1,278,779	14,409,346	1,225,636	427,443
WISCONSIN	2,014,295	27,311,733	9,355,017	1,387,546
WYOMING	225,495	3,601,137	822,161	388,764
AMERICAN SAMOA	22,967	1,631,764	22,349	120,662
GUAM	158,264	4,684,289	63,724	321,764
NORTHERN MARIANAS	25,890	796,671	248,308	80,441
TRUST TERRITORIES	133,627	644,245	9,270	31,010
VIRGIN ISLANDS	66,141	4,334,820	-12,781	241,323
BUR. OF INDIAN AFFAIRS	.	19,044,568	.	971,911
U.S. AND INSULAR AREAS	146,389,000	1,542,610,000	264,547,075	79,520,000
50 STATES, D.C. & P.R.	145,982,111	1,511,473,643	264,216,205	77,752,889

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TABLE AH1

FEDERAL, STATE AND LOCAL FUNDS EXPENDED FOR SPECIAL EDUCATION AND RELATED SERVICES DURING THE 1986-87 SCHOOL YEAR

	SPECIAL EDUCATION			RELATED SERVICES		
STATE	FEDERAL	STATE	LOCAL	FEDERAL	STATE	LOCAL
ALABAMA	17,910,233	119,881,130	4,020,048	3,712,717	77,049,650	2,373,181
ALASKA	9,354,955	61,152,228	17,071,881	501,310	11,909,091	6,316,880
ARIZONA	0	0	0	0	0	0
ARKANSAS	8,327,038	39,027,597	20,556,521	3,907,009	2,470,553	1,301,284
CALIFORNIA	81,968,145	1,065,585,885	218,581,720	17,542,210	219,458,596	38,484,445
COLORADO	10,235,339	56,976,309	74,907,210	5,056,063	32,496,565	31,462,199
CONNECTICUT	17,191,000	141,462,000	173,694,000	0	0	0
DELAWARE	6,391,028	30,303,521	11,720,139	267,864	1,961,415	814,511
DISTRICT OF COLUMBIA	3,828,735	33,391,049	0	539,473	5,800,323	0
FLORIDA	12,109,456	258,990,167	146,178,121	26,913,570	137,395,413	77,564,111
GEORGIA	24,917,964	196,827,941	60,295,105	6,035,631	17,440,167	8,574,928
HAWAII	4,039,105	56,010,108	0	351,286	17,007,364	0
IDAHO	4,540,086	45,002,775	0	0	0	0
ILLINOIS	95,684,910	469,142,780	635,941,140	8,054,360	117,755,000	64,270,640
INDIANA	28,958,879	92,702,185	61,291,402	4,746,906	17,345,992	18,265,442
IOWA	417,607	82,730,746	20,296,067	12,977,463	53,286,859	13,641,107
KANSAS	7,961,775	46,014,245	56,642,517	2,739,536	30,428,595	23,138,834
KENTUCKY	19,457,145	115,196,489	28,745,668	3,167,442	18,752,917	4,679,527
LOUISIANA	12,173,910	136,298,757	48,595,929	2,493,452	41,143,615	10,624,454
MAINE	7,441,033	32,166,023	23,530,710	1,021,121	1,653,145	1,352,573
MARYLAND	22,426,755	113,192,380	131,666,698	3,129,711	21,851,836	34,982,433
MASSACHUSETTS	36,289,581	229,936,711	246,165,272	6,059,020	38,950,845	41,547,569
MICHIGAN	30,542,209	71,702,162	214,687,734	19,982,537	46,911,837	140,461,536
MINNESOTA	4,743,765	111,201,214	61,160,643	15,236,497	48,433,604	31,660,194
MISSISSIPPI	14,289,585	67,689,025	5,583,533	1,250,000	14,731,552	100,000
MISSOURI	18,654,650	184,400,928	0	5,435,676	60,396,400	0
MONTANA	3,213,285	22,532,823	5,378,243	658,143	4,615,156	1,101,568
NEBRASKA	6,697,304	49,732,394	21,553,557	1,183,274	6,405,461	696,524
NEVADA	2,317,373	33,490,046	21,107,566	1,391,312	8,521,277	6,601,416
NEW HAMPSHIRE	1,808,341	7,006,768	41,957,169	2,712,511	2,889,761	15,518,406
NEW JERSEY	43,270,546	279,293,050	18,969,723	4,807,838	80,785,023	2,107,747
NEW MEXICO	7,830,281	87,746,614	560,879	2,221,111	19,519,483	66,512
NEW YORK	72,075,000	950,700,000	1,071,600,000	24,025,000	316,900,000	674,100,000
NORTH CAROLINA	26,651,068	174,449,599	28,484,780	6,977,929	19,919,030	3,153,052
NORTH DAKOTA	826,252	8,870,827	16,875,758	2,351,641	2,956,943	6,562,794
OHIO	46,395,888	547,692,418	278,328,011	11,598,971	136,923,105	69,582,002
OKLAHOMA	17,402,597	239,691,901	7,413,151	13,347,967	56,134,166	1,736,108
OREGON	16,517,916	32,417,394	140,912,051	0	0	0
PENNSYLVANIA	75,096,237	328,434,702	155,743,470	2,803,085	21,000,000	4,000,000
PUERTO RICO	9,551,279	23,366,313	0	944,632	5,480,987	0
RHODE ISLAND	5,657,062	87,579,486	0	0	0	0
SOUTH CAROLINA	15,631,427	71,192,651	33,577,355	6,537,516	9,661,584	3,826,401
SOUTH DAKOTA	2,452,189	3,678,283	24,521,886	432,739	649,109	4,327,394
TENNESSEE	14,716,665	98,910,902	15,956,142	10,656,895	5,315,550	7,156,655
TEXAS	62,545,112	341,827,554	216,344,970	16,484,071	65,828,477	36,381,293
UTAH	10,672,358	61,298,473	1,395,827	636,046	4,194,531	270,260
VERMONT	3,527,773	17,646,230	17,472,817	109,106	223,370	1,430,470
VIRGINIA	19,443,055	51,881,884	177,384,965	6,735,646	4,712,460	56,815,626
WASHINGTON	10,321,228	155,730,807	53,462,658	5,805,690	41,396,797	14,211,592
WEST VIRGINIA	13,376,099	65,022,407	12,725,773	1,486,253	7,224,712	1,413,975
WISCONSIN	18,914,479	174,321,787	75,952,020	9,174,872	58,012,490	102,499,267
WYOMING	1,355,213	19,242,086	3,395,662	2,032,818	28,863,128	5,093,493
AMERICAN SAMOA	573,866	112,500	0	80,542	0	0
GUAM	2,484,027	5,295,678	0	527,903	865,595	0
NORTHERN MARIANAS	596,233	143,440	0	149,058	35,860	0
TRUST TERRITORIES	.	.	.	.	.	.
VIRGIN ISLANDS	1,796,253	318,865	4,148,734	690,637	0	190,261
BUR. OF INDIAN AFFAIRS	8,297,644	0	0	2,765,881	0	0
U.S. AND INSULAR AREAS	1,021,868,936	7,796,612,237	4,706,555,226	290,449,942	1,943,665,390	1,570,458,663
50 STATES, D.C. & P.R.	1,008,120,913	7,790,741,754	4,702,406,492	286,235,921	1,942,763,935	1,570,268,402

TOTAL FUNDS EXPENDED MAY NOT EQUAL THE SUM OF SPECIAL EDUCATION AND RELATED SERVICES BECAUSE SOME STATES ONLY REPORTED TOTAL FUNDS EXPENDED.

DATA AS OF OCTOBER 1, 1990.

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TABLE AH1

FEDERAL, STATE AND LOCAL FUNDS EXPENDED FOR
SPECIAL EDUCATION AND RELATED SERVICES
DURING THE 1986-87 SCHOOL YEAR

STATE	TOTAL		
	FEDERAL	STATE	LOCAL
ALABAMA	21,622,950	196,930,780	6,393,229
ALASKA	9,856,265	73,061,319	23,388,761
ARIZONA	19,572,834	80,621,345	71,191,948
ARKANSAS	12,234,047	41,498,150	21,857,805
CALIFORNIA	99,510,355	1,285,044,481	257,066,165
COLORADO	15,291,402	89,472,874	106,369,409
CONNECTICUT	17,191,000	141,462,000	173,694,000
DELAWARE	6,658,892	32,264,936	12,534,650
DISTRICT OF COLUMBIA	4,368,208	39,191,372	0
FLORIDA	39,023,026	396,385,580	223,742,232
GEORGIA	30,953,395	214,268,109	68,870,032
HAWAII	4,390,391	73,017,472	0
IDAHO	4,540,086	45,002,775	0
ILLINOIS	103,739,270	586,897,780	700,211,780
INDIANA	33,705,785	110,048,177	79,556,844
IOWA	13,395,070	136,017,605	33,937,174
KANSAS	10,701,311	76,442,840	79,781,351
KENTUCKY	22,624,587	133,949,406	33,425,195
LOUISIANA	14,667,362	177,442,372	59,220,383
MAINE	8,462,154	33,819,168	24,883,283
MARYLAND	25,556,466	135,044,216	166,649,131
MASSACHUSETTS	42,348,601	268,887,556	287,712,841
MICHIGAN	50,524,746	118,613,999	355,149,270
MINNESOTA	19,980,261	159,634,818	92,820,837
MISSISSIPPI	15,539,585	82,420,577	5,683,533
MISSOURI	24,090,326	244,797,328	0
MONTANA	3,871,428	27,147,979	6,479,811
NEBRASKA	7,880,578	56,137,855	22,250,081
NEVADA	3,708,685	42,011,323	27,708,982
NEW HAMPSHIRE	4,520,852	9,896,529	57,475,575
NEW JERSEY	48,078,384	360,078,073	21,077,470
NEW MEXICO	10,051,393	107,266,097	627,391
NEW YORK	96,100,000	1,267,600,000	1,745,700,000
NORTH CAROLINA	33,628,996	194,368,629	31,637,832
NORTH DAKOTA	3,177,893	11,827,770	23,438,552
OHIO	57,994,859	684,615,523	347,910,013
OKLAHOMA	30,750,564	295,826,067	9,149,259
OREGON	16,517,916	32,417,394	140,912,051
PENNSYLVANIA	77,899,322	349,434,702	159,743,470
PUERTO RICO	10,495,911	28,847,300	0
RHODE ISLAND	5,657,062	87,579,486	0
SOUTH CAROLINA	22,168,943	80,854,235	37,403,756
SOUTH DAKOTA	2,884,928	4,327,392	28,849,280
TENNESSEE	25,373,560	104,226,452	23,112,797
TEXAS	79,029,183	407,656,031	252,726,263
UTAH	11,308,404	65,493,004	1,666,087
VERMONT	3,636,879	17,869,600	18,903,287
VIRGINIA	26,178,701	56,594,344	234,200,591
WASHINGTON	16,126,918	197,127,604	67,674,250
WEST VIRGINIA	14,862,352	72,247,119	14,139,748
WISCONSIN	28,089,351	232,334,277	178,451,287
WYOMING	3,388,031	48,105,214	8,489,155
AMERICAN SAMOA	654,408	112,500	0
GUAM	3,011,930	6,161,273	0
NORTHERN MARIANAS	745,291	179,300	0
TRUST TERRITORIES	.	.	.
VIRGIN ISLANDS	2,486,890	318,865	4,338,995
BUR. OF INDIAN AFFAIRS	11,063,525	0	0
U.S. AND INSULAR AREAS	1,331,891,712	9,820,898,972	6,348,205,836
50 STATES, D.C. & P.R.	1,313,929,668	9,814,127,034	6,343,866,841

TOTAL FUNDS EXPENDED MAY NOT EQUAL THE SUM OF SPECIAL EDUCATION AND RELATED SERVICES BECAUSE SOME STATES ONLY REPORTED TOTAL FUNDS EXPENDED.

DATA AS OF OCTOBER 1, 1990.

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APPENDIX B

OSEP SPECIAL EDUCATION PERSONNEL TRAINING

OSEP's Division of Personnel Preparation (DPP) makes grants to appropriate agencies and institutions to increase the quantity and improve the quality of personnel available to educate and provide early intervention services to infants, toddlers, children, and youth with disabilities. Training grants for personnel preparation were authorized in 1970 under Part D of the EHA, now IDEA to increase the number of fully qualified personnel available to provide education and related services to children and youth with disabilities. With appropriations exceeding $60 million annually since FY 1985, the bulk of program monies go to support personnel training efforts in the nation's colleges and universities.

Decisions to award grants for personnel training are made, in part, on information relating to the present and projected need for personnel, based on State-reported information. OSEP reviews proposals submitted for grants for personnel training with several considerations in mind: technical merit, capacity to train qualified staff, and identified personnel training needs. Awards are competitive. The types of personnel trained with DPP funds depend on the type of projects submitted and the competitive merit of these projects.

Grantees that received training funds for FY 1989, and had completed one yearly cycle budget period, were sent a self-report data collection request. Approximately, 70 percent of the grantees responded. According to grantee-reported data, in FY 1989, 9,859 students enrolled in full-or part-time pre-service training funded by OSEP. The largest proportion (28.2 percent) enrolled in the cross-categorical education programs. Speech/language pathologists accounted for 12.6 percent. Other personnel[1] accounted for 9.2 percent; teachers of students with learning disabilities accounted for 8.1 percent. (See table B.1.)

Of the 2,434 students receiving degrees in programs funded by DPP, the largest proportion (22.0 percent) were in the programs for cross-categorical educators, followed by speech/language pathologists (14.8 percent), teachers for students with learning disabilities and teachers for students with mental retardation (8.9 percent).[2] (See table B.2.)

In FY 1989, 2,689 students whose training was supported in part by DPP grants received or were recommended for State or professional certification. The largest proportion of these students had been trained as cross-categorical educators (27.7 percent), followed by speech/language pathologists (9.9 percent), and other personnel (9.1 percent). (See table B.3.)

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[1] Includes medical personnel, nurses, interpreters, and other non-instructional staff.

[2] The number of students receiving pre-service training, degrees, and professional certification are different due to several factors including students leaving programs before completing all work, the decision of some not to apply for certification, or failure to complete all requirements for certification after receiving a degree.

TABLE B.1

Full- and Part-Time Students Enrolled in Pre-service Training Funded by Division of Personnel Preparation (DPP): Number and Distribution, FY 1989

Type of Special Education Training	Number of Students	Percentage of All DPP-Funded Students
Audiologist	192	1.9
Adaptive physical education	216	2.2
Cross-categorical	2,781	28.2
Deafness	224	2.3
Deaf-blindness	21	0.2
Emotional disturbance	682	6.9
Hard of hearing	80	0.8
Specific learning disabilities	797	8.1
Mental retardation	691	7.0
Multiple disabilities	320	3.2
Occupational therapist	181	1.8
Orthopedic impairments	34	0.3
Other health impairments	17	0.2
Physical therapist	27	0.3
Psychologist	225	2.3
School social worker	16	0.2
Speech/language pathologist	1,239	12.6
Supervisory administrator	153	1.6
Therapeutic recreation therapist	186	1.9
Paraprofessional	492	5.0
Visual impairments	196	2.0
Vocational education	178	1.8
Other personnel[a]	911	9.2
Total	9,859	100.0

[a] Examples of "other personnel" include medical personnel, nurses, interpreters, and other non-instructional staff.

Source: U.S. Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

TABLE B.2

Degree Recipients in Programs Funded by DPP Grants: Number and Distribution, FY 1989

Type of Special Education Training	Number of Students	Percentage of All DPP-Funded Students	Number of Doctoral Students	Percentage of All DPP-Funded Doctoral Students
Audiologist	76	3.1	9	9.0
Adaptive physical education	101	4.1	4	4.0
Cross-categorical	535	22.0	34	34.0
Deafness	103	4.2	1	1.0
Deaf-blindness	3	--	0	--
Emotional disturbance	188	7.7	6	6.0
Hard of hearing	36	1.5	0	--
Specific learning disabilities	216	8.9	13	13.0
Mental retardation	217	8.9	4	4.0
Multiple disabilities	104	4.3	3	3.0
Occupational therapist	62	2.5	0	--
Orthopedic impairments	11	0.5	0	--
Other health impairments	1	0.0	0	--
Physical therapist	14	0.6	0	--
Psychologist	33	1.4	3	3.0
School social worker	5	0.2	0	--
Speech/language pathologist	361	14.8	14	14.0
Supervisory administrator	86	3.5	5	5.0
Therapeutic recreation therapist	38	1.6	2	2.0
Paraprofessional	9	0.4	0	--
Visual impairments	58	2.4	2	2.0
Vocational education	28	1.2	0	--
Other personnel[a]	149	6.2	0	--
Total	2,434	100.0	100	100.0

[a] Examples of "other personnel" include medical personnel, nurses, interpreters, and other non-instructional staff.

Source: U.S. Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

TABLE B.3

State or Professional Certifications Received in Programs Funded by DPP Grants: Number and Distribution, FY 1989

Type of Special Education Training	Number of Students[a]	Percentage of All DPP-Funded Students
Audiologist	51	1.9
Adaptive physical education	95	3.5
Cross-categorical	744	27.7
Deafness	98	3.6
Deaf-blindness	9	0.3
Emotionally disturbance	224	8.3
Hard of hearing	29	1.1
Specific learning disabilities	230	8.6
Mental retardation	216	8.0
Multiple disabilities	91	3.4
Occupational therapist	70	2.6
Orthopedic impairments	5	0.2
Other health impairments	3	0.1
Physical therapist	12	0.4
Psychologist	37	1.4
School social worker	4	0.1
Speech/language pathologist	266	9.9
Supervisory administrator	113	4.2
Therapeutic recreation therapist	37	1.4
Paraprofessional	24	0.9
Visual impairments	72	2.7
Vocational education	15	0.6
Other personnel[b]	244	9.1
Total	2,689	100.0

[a] Includes students who received or were recommended for certification.

[b] Examples of "other personnel" include medical personnel, nurses, interpreters, and other non-instructional staff.

Source: U.S. Department of Education, Office of Special Education Programs, Division of Personnel Preparation (DPP).

APPENDIX C

SUMMARY REPORT OF SPECIAL EDUCATION PROGRAMS AND RELATED SERVICES IN NEED OF IMPROVEMENT

Since the 1984-85 school year, States and Outlying Areas have been required to provide information to the U.S. Department of Education on the types of special education programs and services in need of improvement. Until the 1990 Amendments deleted the requirement, Section 618(b) of the Individuals with Disabilities Act (formerly the Education of the Handicapped Act) mandated that the Secretary obtain data describing the "special education and related services needed to fully implement the Act throughout each State." The Office of Special Education Programs (OSEP) sent forms to SEAs requesting descriptions of programs and services that are not currently available for children and youth with disabilities, are in short supply for specific populations and/or ages, or are in need of considerable development for the service to have maximum effectiveness or to be delivered efficiently.

In the 1987-88 school year, OSEP simplified its reporting questionnaire, allowing States to discuss areas most needing improvement under two broad categories: special education programs and related services. Nevertheless, many States still chose to comment on services in need of improvement according to an earlier set of 19 more specific OSEP categories. These include six categories for education programs: instructional programs, instructional settings, vocational education, assessment, evaluation, and physical education. The pre-1987-88 categories also included 13 separate categories for related services: occupational therapy, physical therapy, psychological services, speech/language therapy, counseling services, transportation services, parent counseling/training, school social work, diagnostic services, audiological services, recreational services, school health services, and medical services.

This report first summarizes the broad themes that emerge from an analysis of the State-provided data for the 1988-89 school year. It then reviews State concerns using the more specific categories for programs and related services as an outline.

AREAS OF NATIONWIDE CONCERN

An analysis of State-provided data and comments on special education programs and related services in need of improvement produced a number of recurring general themes. These themes transcend specific programs or services and State or regional boundaries. These areas of nationwide concern include personnel, preschool education, programs for students with specific disabilities, interagency cooperation, and rural special education.

Personnel

As in past years, personnel issues were the major concern among States this year. Nearly every State expressed needs in areas of recruitment, training, and retention of staff. States called for a greater supply of qualified personnel to provide services to students with specific disabilities as well as bilingual and minority students.

States reported short supplies of qualified personnel in all related services areas. States also called for more in-service training for existing personnel in instructing and counseling children with special needs.

Early Intervention and Preschool Education

As of May 1990, 47 SEAs required a free appropriate public education for 3-5 year olds with disabilities. Nine SEAs required these services from birth. In addition, some SEAs anticipate changes in age mandates that would include preschool children. The 1986 amendments to IDEA have been an important catalyst in addressing the needs of preschoolers with disabilities. The 1986 Amendments require a free appropriate public education for 3-5 year olds with disabilities starting in FY 1991. The Infant and Toddler Program (Part H) provides financial incentives to States to develop and implement programs for children from birth through 2 years of age.

The impact of Federal and State legislation requiring educational services to infants, toddlers, and preschool children with disabilities prompted numerous States to report needs in preschool education. Calls for improvement included the need for more qualified personnel, staff training in the special needs of infants and toddlers, appropriate assessment and diagnostic tools, and more programs for preschool students. Preschool education, a concern to the States in past years, seems to have become one of the most important issues in recent years.

Programs for Students with Specific Disabilities

States repeatedly mentioned students with three specific disabilities as needing better programs and services: serious emotional disturbance, severe mental retardation, and deaf/blindness. Two disabilities--serious emotional disturbance and severe mental retardation--were viewed as needing increased program options, improved services, alternative curricula, and increased vocational/transition opportunities. All three types of students were viewed as needing better trained personnel to provide the most effective instruction and services. For children with deaf-blindness better customized and more integrated programs were highlighted.

Interagency Cooperation

The need for better cooperation with related agencies was another common theme. Some States specifically mentioned this need in the areas of vocational and transition services, counseling, and social work. Others expressed the need generally in terms of implementing instructional programs.

Rural Special Education

It has long been recognized that, in providing special education services, rural areas have unique problems due to isolation, small numbers of students with certain disabilities, and long distances involving transportation. Shortages of teachers (particularly for young children and children with specific disabilities) and scarcity of other personnel (for services such as occupational therapy, physical therapy, psychological services, speech and language services, and counseling) were reported. In rural areas, the picture emerges of a need for expanded programs and services for all children with disabilities. States noted that facilities are frequently inadequate, and that vocational courses and employment opportunities are very limited. States in which job opportunities are limited were particularly likely to call for additional training for personnel to help students make the transition from special education to appropriate adult roles.

Summary of Nationwide Concerns

Improvements are still being made in the delivery of services to students with disabilities. The goal is to go beyond compliance--to implement programs that achieve maximum progress for students with the greatest efficiency and coordination of services. The States are moving towards this goal, but see many specific areas of program and service delivery that need to improve in order to achieve their objectives. A more detailed discussion of specific program and service areas listed by the States as needing improvement follows.

PROGRAMS AND SERVICES NEEDING IMPROVEMENT

Instructional Programs

Nearly every State and Outlying Area listed instructional programs as an area in need of improvement. States mentioned preschool programs and programs for students with specific disabilities with particular frequency.

States expressed a need for improved instructional programs for students with many specific disabilities at all levels of school, in particular for deaf/blindness, mental retardation, emotional disturbance, and severe disabilities. Not only do the States want to provide more services to these students, they also want to develop more programs that are appropriate to students of different ages and disabilities, and customized to meet individual needs. Students living in rural areas, limited English proficient students, and minority students were also identified as groups in need of new or expanded program options.

As the demand for special education preschool programs grows, so does the need for teachers, materials, and classroom space for these students. Nine States and Outlying Areas expressed a need for new or expanded preschool programs. Fifteen States would like to hire more early childhood teachers.

State officials in 22 States mentioned instructional staff as a component in need of improvement. They called for additional teachers to reduce class sizes, staff new programs, and serve in rural areas. A general shortage of certified teachers and aides, particularly those qualified to educate students with severe disabilities, was noted across the States. States with high percentages of limited English proficient students generally noted a need for competent bilingual staff.

Many States mentioned concerns with training and staff development for special education teachers. Specifically, seven States with teachers certified under temporary or emergency provisions in order to staff classrooms would like to have all teachers in the State become fully certified. Several States also expressed a need for more in-service training for teachers. Some of the areas mentioned include: preschool education, transition programming, curriculum development, and teaching children with mild to moderate disabilities.

States frequently mentioned the need for better transition services. This topic will be discussed in detail in connection with vocational education programs. Less frequently, States mentioned three additional areas for improvement:

- Graduation rate of special education students.
- Coordination between resource room and regular classroom teachers.
- Community day programs/services for students with specific disabilities.

Instructional Settings

Many States (24 States and Outlying Areas) expressed a need to improve instructional settings for children with disabilities. As in previous years, State educational agencies cited the need for additional classrooms to alleviate overcrowding, facility improvements, or expanded preschool programs. Twelve States called for increased emphasis on placing children with disabilities in the least restrictive environment. States also mentioned, to a lesser extent, the need for more textbooks, better preschool parent-teacher relationships, and the teaching of behavior management in the classroom.

Vocational Education and Transition Programs

A majority of State educational agencies (28) expressed concerns about vocational education and transition to appropriate postsecondary experiences. Needed programs included prevocational courses, career awareness, basic skills development, work-study options, and expanded employment opportunities. In addition to specific programs, some States (six) expressed concern that the vocational programs include more systematic transition planning and that vocational programs better serve individual student needs.

Thirteen States and Outlying Areas expressed a need for more instructional staff, work-study coordinators, job coaches, and transition specialists to provide more intensive vocational programs and to coordinate the full range of adult services agencies that can assist young adults (housing, medical care, transportation, and recreation). Other areas of potential improvements mentioned by the States included: better coordination between vocational services, State and community agencies, potential employers, and parents; a system for determining which students with disabilities are at-risk of dropping out of school; and improved vocational teaching facilities.

Assessment

Sixteen State educational agencies commented on improvements they would like to see in the assessment process. Most frequently cited areas for improvement included assessment staff and instruments for bilingual (five States), minority (six States) and preschool (four States) students. Three States called for instructional programs to be more closely keyed to assessments, and two States called for more timely up-to-date assessments.

Other areas mentioned by individual States included the need for more assessment staff and instruments for specific disabilities (particularly low incidence disabilities and students with emotional disturbance) and more psychiatrists. Individual States also called for assessing students in terms of their curriculum and using educational consultants, rather than classroom teachers, to perform assessments.

Evaluation

Eight States expressed the need for improved ways of evaluating the effectiveness of special education programs--measuring the quality of services and instructional programs. Some States called for further training of personnel in evaluation. One suggested that evaluation tasks might best be performed by educational consultants. States also called for better outcome measures to evaluate the effectiveness of special education programs.

Physical Education

Nine States addressed the area of physical education for children with disabilities. Concerns included the need for more adaptive equipment, and additional staff and better training for existing physical education staff, particularly in adaptive physical education. There was also a general concern for new and expanded physical education programs for children with disabilities.

RELATED SERVICES NEEDING IMPROVEMENT

Occupational and Physical Therapy

Occupational and physical therapy were the related services most often mentioned as needing improvement; 36 State educational agencies reported difficulties in providing these services. The primary problem is the lack of certified therapists to meet the increased demand for these services. It is difficult to recruit qualified personnel, in part because of competition with the private sector. Certified therapists may find higher pay scales at local hospitals or mental health centers than in school districts. As a result, many districts must purchase occupational and physical therapy services from private therapy providers on a contract basis.

Six States reported particularly short supplies of occupational and physical therapists in rural areas. Therapists experienced with young children and who are trained in the use of adaptive equipment are in particularly high demand. There is also a need for education-oriented therapists who understand the unique problems of students with disabilities. According to various State reports, additional occupational and physical therapists would improve assessment and treatment, increase the therapy time allotted to students, and generally enable them to provide more services to needy students.

Psychological Services

Twenty-three States and one Outlying Area expressed the need for improvement in the provision of psychological services. Additional personnel and services were the primary concerns. State educational agencies noted that more personnel are needed for assessment, to reduce the psychologist/pupil ratio, and decrease the time between referral and evaluation. Three States cited particular difficulty in recruiting certified personnel in rural areas. Two States reported needing in-service training for those working with preschoolers with disabilities and students with deaf-blindness.

Speech and Language

Twenty-five States and two Outlying Areas responded that improvements were needed in speech and language services. The majority cited the need for additional personnel. As with occupational and physical therapists, speech therapists are difficult to recruit in rural areas, and schools face competition with private sector employers. States noted that additional staff would reduce caseloads and facilitate earlier intervention.

Four States indicated that speech therapists need additional professional training in order to treat young children. Several States called for improved assessment instruments and diagnostic abilities. One State called for an integration of speech and language services with regular education.

Counseling Services

Fourteen States reported that counseling services were in need of improvement. Eleven States reported that more counseling staff were needed overall. Expanded counseling services were particularly needed for students with emotional disturbance and students with behavior disorders. Counseling services were often lacking in rural areas.

The State educational agencies felt that many students lack sufficient counseling time for discussing career and vocational alternatives, as well as family issues. Specific suggestions for improvement included: (1) instituting systematic counseling services; (2) making crisis counseling available to students; and (3) giving school counselors greater everyday involvement in school affairs.

Transportation

Eight States noted the need for additional buses and bus drivers to reduce the length of routes, especially for rural students. Two States encouraged additional transportation services for preschool students and pregnant or parent teens.

Parent Counseling/Training

Generally, the 11 States that provided input in this category expressed the need for more services: more parent awareness activities and training; counseling support to assist parents in following through with activities at home and to help them manage a child's behavior; and general parenting skills. SEAs also called for special training to help parents locate information and services available in the community.

Many States cited a general lack of parent involvement in their child's education. These States called for improved parent-school communications and family psychological services.

Social Work

Personnel was the main concern of the five States that responded in this category. As with occupational and physical therapists, more social workers are needed in the schools, rather than working under contract. One SEA called for in-State colleges to initiate training programs for social workers in order to increase the flow of qualified personnel into the work force.

Diagnostic Services

Five State educational agencies reported needs in the area of diagnostic services. Three required more highly trained personnel to identify students at an early age and to improve abilities to diagnose students with multiple disabilities. Two States called for further in-service training of existing staff.

Audiology

Five States and two Outlying Areas cited a need for additional staff and audiological services. Audiologists are in particularly short supply in rural areas. Several State educational agencies also called for staff with more training in providing services to preschoolers.

Health

Eight States reported a need for improved health services. Three reported a need for more personnel or personnel training. Several States called for more coordination between agencies providing services to the students, and one State mentioned an ongoing effort to acquire Medicaid funds for students with disabilities. Finally, two States mentioned that they would like special education students to receive more instruction on health education issues, such as pregnancy and substance abuse.

APPENDIX D

EVALUATION OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT: SPECIAL STUDIES CONTRACTS

This appendix summarizes the specific evaluation activities supported by Special Studies monies from 1976 through the present. All Special Studies contracts are listed and brief descriptions provided. The studies have been designed to provide information concerning the impact and effectiveness of the IDEA, formerly EHA.

Title	Contractor and Contract Number	Contract Period and Amount
1. Assessment of State Information Capabilities under P.L. 94-142	**Management Analysis Center (MAC), Inc. Cambridge, MA 300-76-0562**	**9/30/76 - 9/30/77 $298,840**

Description: The purpose of this study was to determine the States' capacities to respond to the new reporting requirements inherent in P.L. 94-142. MAC analyzed the data requirements in the law and the reporting forms being developed by program staff. After visiting 27 States to test their capacity to respond, MAC reported on State capacity to provide information in four categories: children, personnel, facilities, and resources. They found that capacity was relatively high in the first category and decreased across the remaining categories. They recommended deleting requirements for fiscal data, since States could not respond adequately to such requests.

Title	Contractor and Contract Number	Contract Period and Amount
2. Development of a Sampling Procedure for Validating State Counts of Handicapped Children	**SRI International Menlo Park, CA 300-76-0513**	**10/1/76 - 9/30/77 $267,790**

Description: The purpose of this study was to develop a sampling plan and a method that could be used by program staff to validate the State counts. SRI International evaluated all previously available data on the incidence of children with disabilities and concluded that the data reported by States were at least as accurate as other data sources, if not more so. SRI concluded that procedures for validating the information should be incorporated into the counting procedures themselves. SRI developed a handbook showing States how to do this.

	Title	Contractor and Contract Number	Contract Period and Amount
3.	**An Analysis of Categorical Definitions, Diagnostic Methods, Diagnostic Criteria, and Personnel Utilization in the Classification of Handicapped Children**	**Council for Exceptional Children (CEC) Reston, VA 300-76-0515**	**10/1/76 - 9/30/77 $110,904**

Description: The purpose of this study was to determine the extent to which State policies (a) provided for services to children with disabilities other than those provided for under IDEA, Part B, or (b) used varying definitions or eligibility criteria for the same categories of children. CEC found that neither of the types of children served nor the definitions varied widely. However, there were some instances in which eligibility criteria did vary.

4.	**Implementation of the Individual Education Program**	**David Nero & Associates Portland, OR 300-74-7915**	**9/30/76 - 12/30/77 $433,000**

Description: The purpose of this study was to estimate the difficulty of implementing the IEP provision of the IDEA. The work was performed by Nero and Associates and by internal staff. Four States were visited and a variety of individuals affected by the Act were interviewed. The study revealed that (a) similar concerns were identified both in States that already had provisions and in those that did not, and (b) similar concerns were raised by both special education and regular teachers. The findings were used to design technical assistance and in-service training programs.

5.	**Analysis of State Data**	**Team Associates Washington, D.C. 300-76-0540**	**9/29/76 - 9/11/77 $192,698 9/12/77 - 6/30/78 $175,396**

Description: The purpose of this study was to analyze data already available from the States. The work was performed by TEAM Associates and by internal staff. The State data contained all numerical information required in the Act as well as extensive information on policies and procedures. Analysis of the information contained in these State documents and information obtained from Special Studies form the backbone of the *Annual Report to Congress.*

	Title	Contractor and Contract Number	Contract Period and Amount
6.	**Longitudinal Study of the Impact of P.L. 94-142 on a Select Number of Local Educational Agencies**	**SRI International Menlo Park, CA 300-78-0030**	**1/16/77 - 9/16/78 $197,707 9/16/78 - 9/15/79 $566,838 9/15/79 - 2/28/81 $498,112 2/28/81 - 10/31/81 $249,993 11/1/81 - 12/15/82 $250,006**

Description: The purpose of this study was to follow a small sample of school systems over a 5-year period to observe their progress in implementing the Act. Because Congress asked that the *Annual Report* describe progress in implementation, this in-depth study of processes was designed to complement the national trends reported by States. In this study, SRI International described the implementation process for the school districts and identified problem areas.

7.	**Criteria for Quality**	**Thomas Buffington Associates Washington, D.C. 300-77-0237**	**5/19/77 - 2/28/79 $395,162**

Description: This study was designed to lay the groundwork for future studies of the quality and effectiveness of P.L. 94-142's implementation. It was conducted by internal staff with the assistance of Thomas Buffington Associates. The study focused on four principal requirements of the law: provision of due process, least restrictive placements, individualized education programs, and prevention of erroneous classification. The study solicited 15 position papers on evaluation approaches for each requirement for LEA self-study guides. Four monographs addressing the evaluation of these four provisions of the law were produced. Each monograph included the relevant papers and a review by a panel of education practitioners.

Title	Contractor and Contract Number	Contract Period and Amount
8. National Survey of Individualized Education Programs	**Research Triangle Institute (RTI) Research Triangle Park, NC 300-77-0529**	**1/16/77 - 9/16/78 $197,707 10/1/78 - 9/30/79 $661,979 10/1/79 - 10/30/80 $125,181**

Description: The purpose of this study was to determine the nature and quality of the individualized education programs being designed for children with disabilities. These programs are at the heart of the service delivery system, and the Congress asked for a survey of them. RTI spent the 1977-78 school year designing a sampling plan and information-gathering techniques. Data collected in school year 1978-79 provided descriptive information about IEP documents. The study found that 95 percent of children with disabilities have IEPs. Most IEPs meet minimal requirements of the Act, except for the evaluation component.

9. A Descriptive Study of Teacher Concerns Said to be Related to P.L. 94-142	**Roy Littlejohn & Associates Washington, D.C.**	**7/9/76 - 10/30/78 $328,758**

Description: The purpose of this study was to assess the array of concerns raised by teachers regarding the effects of the Act on their professional responsibilities. Several concerns were raised by teachers during the course of the FY 1976 study on the implementation of the individualized education program, and several have been raised by national teachers' organization. Roy Littlejohn & Associates organized the concerns into general types and analyzed the relationships between these categories of concerns and the requirements of the Act. They visited six school districts to analyze in detail a small number of examples. Recommendations were made for school districts to provide teachers with more information about P.L 94-142.

10. Case Study of the Implementation of P.L. 94-142	**Education Turnkey Systems Washington, D.C. 300-77-0528**	**9/30/77 - 5/31/79 $484,452**

Description: The purpose of this study was to assess the first year of implementation of the Act. Education Turnkey Systems observed nine local school systems during the 1977-78 school year and the first half of the 1978-79 school year to determine how priorities were established and how implementation decisions were made at each level of the administrative hierarchy. P.L. 94-142's implementation was observed to be well under way at each LEA despite varying levels of resources and organizational differences among sites. Problem areas were identified.

Title	Contractor and Contract Number	Contract Period and Amount
11. Clarification of P.L. 94-142 for the Classroom Teacher	**Research for Better Schools Philadelphia, PA 300-77-0525**	**10/1/77 - 1/31/78 $24,767**

Description: The purpose of this project was to provide regular teachers with accurate information about P.L. 94-142 and its probable effects on their classrooms. A field-tested guide entitled *Clarification of P.L. 94-142 for the Classroom Teacher* was produced by Research for Better Schools for this purpose. The guide contains (1) a self-evaluation pretest; (2) an explanation of the law, its background, purpose, and major provisions; (3) questions most frequently asked by teachers about P.L. 94-142 and their answers; (4) activities to help classroom teachers prepare themselves and their students for implementation of the law; and (5) two appendices, one containing the P.L. 94-142 regulations, and the other an annotated bibliography.

12. Study for Determining the Least Restrictive Environment Placement of Handicapped Children	**Applied Management Sciences (AMS) Silver Spring, MD 300-78-0427**	**9/12/78 - 1/10/80 $369,770**

Description: The purpose of this study was to investigate the rules or criteria used by the courts and States hearing officers to determine the placements of children with disabilities, the guidance given by States to school districts in making placement decisions, and the actual placement procedures used by school districts. Placement decision rules and interpretations of the Act's least restrictive environment requirement were compared across arenas. Exemplary practices at the State and local educational agency levels were described.

13. Special Teens and Parents: Study of P.L. 94-142's Impact	**ABT Associates, Inc. Washington, D.C. 300-78-0462**	**10/1/78 - 9/30/79 $47,220 10/1/79 - 9/30/80 $53,687**

Description: This case study was originally intended to continue for five years, but was terminated at the end of the second year because of a cutback in Special Studies money. The study examined the impact of P.L. 94-142 on secondary students with learning disabilities and their families. For four requirements of the law--protection in evaluation, individualized education programs, least restrictive environment, and procedural safeguards--the study investigated how the requirements were implemented by the secondary school special education program, the impact of the school program and practices on the students, and the implications of the experiences of the students for those concerned with the education of adolescents with learning disabilities.

Title	Contractor and Contract Number	Contract Period and Amount
14. Activist Parents and Their Disabled Children: Study of P.L. 94-142's Impact	**American Institutes for Research (AIR) Cambridge, MA 300-78-0463**	**10/1/78 - 9/30/79 $55,641 10/1/79 - 9/30/80 $63,374**

Description: This case study was originally intended to continue for five years, but was terminated at the end of the second year because of a cutback in Special Studies money. The study focused on parents who responded energetically to the invitation to activism offered by P.L. 94-142, and examined the benefits of parent activism for the child. Effective strategies were identified and the history of their development described. The cost of parental involvement was described in emotional and economic terms, and program benefits to children were shown.

15. The Quality of Educational Services: Study of P.L. 94-142's Impact	**Huron Institute Cambridge, MA 300-78-0465**	**10/1/78 - 9/31/79 $51,239 10/1/79 - 8/31/80 $60,000**

Description: This case study was originally intended to continue for five years, but was terminated at the end of the second year because of a cutback in Special Studies money. The study examined the extent to which school district implementation of P.L. 94-142 results in quality educational services to children with disabilities and the consequences to the child and family. The first year focused on entry into special education during the preschool years, the emotional consequences of the diagnostic process, parental education about P.L. 94-142, and early programming for preschoolers. The second year focused on factors that influence mutual adaptation between families and school staff.

16. Children with Different Handicapping Conditions: Study of P.L. 94-142's Impact	**Illinois State University Normal, IL 300-78-0461**	**9/1/78 - 8/31/79 $46,060 9/1/79 - 8/31/80 $55,295**

Description: This case study was originally intended to continue for five years, but was terminated at the end of the second year because of a cutback in Special Studies money. It focused on differences in the impact of P.L. 94-142 implementation on children with various disabilities and their families. The study looked at the consequences to families from five theoretical perspectives and related these to the provisions and implementation of the Act.

Title	Contractor and Contract Number	Contract Period and Amount
17. Institutional Responses and Consequences: Study of P.L. 94-142's Impact	**High/Scope Educational Research Foundation Ypsilanti, MI 300-78-0464**	**10/1/78 - 9/30/79 $48,387 10/1/79 - 9/30/80 $56,228**

Description: This case study was originally intended to continue for five years, but was terminated at the end of the second year because of a cutback in Special Studies money. The study investigated the relationship of school district responses to P.L. 94-142 to child and family outcomes, such as self-concept, social skills and competencies, academic achievement, and economic activity.

Title	Contractor and Contract Number	Contract Period and Amount
18. Project to Provide Technical Assistance in Data Analysis	**Decision Resources Corporation Washington, D.C.** 300-78-0467	**10/1/78 - 9/30/79 $142,614 10/1/79 - 9/30/80 $199,714 10/1/80 - 5/31/81 $ 89,919**
	300-82-0001	**10/1/82 - 9/30/83 $125,071 10/1/83 - 10/31/84 $144,171**
	300-84-0246	**10/1/84 - 9/30/85 $196,632 10/1/85 - 9/30/86 $348,564 10/1/86 - 10/31/87 $215,797**

Description: The purpose of this project was to analyze data already available from States. The work was performed by Decision Resources and by internal staff. State data submitted to OSEP each year contain all numerical information required in the Act as well as extensive information on policies and procedures. State data were analyzed throughout the years of the contract period for dissemination to the field and for inclusion in the *Annual Report to Congress.*

	Title	Contractor and Contract Number	Contract Period and Amount
19.	**Identification of Future Trends in the Provision of Services to Handicapped Students**	**Newtek Corporation** **Reston, VA** **300-78-0302**	**6/1/78 - 9/30/78** **$10,000**

Description: This project was designed to provide information on potential future changes in values, economics, social institutions, technology, and medicine that may affect the provision of services to children with disabilities. In 1978, at a conference held by Newtek Corporation, experts in those five areas discussed the trends and the implications of those trends with panel members representing various aspects of services to children with disabilities. Although in many cases the projected trends were too speculative to guide policy-making, the conference highlighted some potentially important trends about which policy-makers should be aware. A summary of the conference was published in *Focus on Exceptional Children.*

20.	**A Project to Develop BEH Waiver Requirements, Procedures, and Criteria**	**Planning and Human Systems, Inc.** **Washington, D.C.** **300-78-0128**	**5/1/78 - 12/15/78** **$64,500**

Description: States that provide clear and convincing evidence that all children with disabilities have a free appropriate public education available to them may receive a partial waiver of the law's fiscal nonsupplant requirement. A six-month study was undertaken by Planning and Human Systems in 1978, to develop guidelines to be used in reviewing a State's request for a waiver. Development of the guidelines was based on (1) an evaluation of experiences in conducting a review of a request by Massachusetts for a waiver in 1978; (2) information provided by Federal, State, and local agencies and by State consumer, advocacy, and professional associations; and (3) a review of monitoring procedures used by other Federal agencies.

	Title	Contractor and Contract Number	Contract Period and Amount
21.	**A Study to Evaluate Procedures Undertaken to Prevent Erroneous Classification of Handicapped Children**	**Applied Management Sciences (AMS) Silver Spring, MD 300-79-0669**	**10/1/79 - 9/30/80 $200,403 10/1/80 - 9/30/81 $480,092 10/1/81 - 9/30/82 $179,906 10/1/82 - 3/31/83 $ 37,310**

Description: This study described LEA procedures for identifying, assessing, and placing students to determine whether or not procedures were in place to prevent the erroneous classification of children, particularly misclassification on the basis of race or culture. AMS collected data from 500 schools in 100 school districts and reviewed selected documents for 10,000 individual students. Five topics were addressed: (a) the extent to which LEAs use evaluative data such as adaptive behavior and classroom observations in their assessments; (b) a comparison of evaluation procedures for minority and nonminority students; (c) assessment training needs as identified by the respondents; (d) the extent to which school staff members document evaluation decisions; and (e) the extent to which school systems have students waiting to be evaluated.

22.	**Survey of Special Education Services**	**Rand Corporation Santa Monica, CA 300-79-0733**	**10/1/80 - 9/30/81 $225,402**

Description: The purpose of this study was to survey and describe the services provided by school districts and the number and nature of services actually received by children with disabilities. As a result of cutbacks in Special Studies money, however, this contract was terminated at the end of the first year.

23.	**Study of Student Turnover Between Special and Regular Education**	**SRI International Menlo Park, CA 300-79-0660**	**10/1/79 - 3/31/81 $220,299**

Description: The purpose of this study was to provide information about student flow between special and regular education. SRI International (1) described the characteristics of children leaving special education and the reasons for their departure, (2) identified the extent to which children with disabilities transfer successfully into regular education programs, and (3) identified children who may receive treatment of short duration and therefore may not be receiving services when Federal counts are taken.

	Title	Contractor and Contract Number	Contract Period and Amount
24.	**Legal Conference on the Surrogate Parent Requirement**	**Federation for Children with Special Needs** **Boston, MA** **310-1-76-BH-02**	**5/1/79 - 8/31/79** **$35,358**

Description: This project investigated the legal issues surrounding the surrogate parent requirement of P.L. 94-142 and explored as many approaches as possible for responding to these issues. The Federation for Children with Special Needs held a conference in July 1979 that included four State representatives involved in the legal aspects of implementing the parent surrogate requirements, two persons from national organizations, and representatives from the General Counsel's Office of HEW, the Justice Department, and program staff. Information provided at this conference, reports of several States on their experience in implementing the parent surrogate requirement, and independent legal research formed the basis for analyzing the issues involved. The analysis was used to review the need for policy clarification.

25.	**Analysis of State and Local Implementation Efforts**	**Newtek Corporation** **Reston, VA** **300-79-0722**	**10/1/79 - 5/15/80** **$31,854**

Description: This study was designed to provide information on the budgetary factors at State and local levels that affect the implementation of P.L. 94-142. The study, conducted by Newtek Corporation, (1) investigated the special education budgetary process at the State level and (2) examined in detail budgetary processes in four LEAs, selected on the basis of demography. A guidebook was produced describing the Federal funding process for P.L. 94-142 as well as State and local funding processes for special education.

Title	Contractor and Contract Number	Contract Period and Amount
26. State/Local Communication Network for Exploring Critical Issues Related to P.L. 94-142	**National Association of State Directors of Special Education (NASDSE) Washington, D.C. 300-79-0721**	**10/1/79 - 9/30/80 $159,175 10/1/80 - 9/30/81 $195,759 10/1/81 - 9/30/82 $151,320 10/1/82 - 9/30/83 $192,249 10/1/83 - 9/30/84 $183,505 10/1/84 - 9/30/85 $186,129 10/1/85 - 9/30/86 $195,051 10/1/86 - 9/30/87 $203,800**

Description: The Forum project, conducted by NASDSE, provided a communication network for local, State, and Federal levels. All 50 SEAs and more than 100 LEAs were Forum participants. The project conducted analyses of important issues and practices in SEAs and LEAs in order to assist OSEP in providing technical assistance to the field as specified under Section 617 of IDEA. The communication network also operated as a mechanism to enable OSEP to obtain timely feedback on current and emerging trends related to issues and practices in providing a free appropriate public education to all children with disabilities. The project also provided technical assistance to participating SEAs and LEAs through the communication network.

Title	Contractor and Contract Number	Contract Period and Amount
27. SEA/LEA Technical Assistance Training	**TRISTAR University of North Carolina Chapel Hill, NC 300-79-0661**	**10/1/79 - 9/30/80 $87,000 10/1/80 - 9/30/81 $73,937**

Description: In response to needs identified by SEAs and LEAs for information in specific areas of implementation of P.L. 94-142, OSEP funded TRISTAR (a cooperative organization of the North Carolina Department of Public Instruction, the University of North Carolina, and the Wake County Public Schools) in FY 80 and FY 81. During its first year, TRISTAR conducted two conferences for SEAs, LEAs, and the Regional Resource Centers on problems and successful practices in the following areas: child count, child find, individualized education programs, and interagency cooperation. The contractor then provided follow-up technical assistance to participants who requested it. In its second year, TRISTAR focused on providing information to educational agencies on how to reduce adversarial relationships between parents and schools. Technical assistance materials were developed by the project, other resources were identified, and a national topical conference was conducted in June 1980.

28. Verification of Procedures to Serve Handicapped Children	**Applied Management Sciences (AMS) Silver Spring, MD 300-79-0702**	**10/1/79 - 8/31/80 $97,939 9/1/80 - 8/31/81 $70,000**

Description: This study had two parts: an assessment component and a secondary school component. The assessment component investigated three processes that influence the timeliness with which a school system conducts evaluations for students who have been identified as potentially having disabilities: referral/screening, case coordination, and quality control. This component of the study was conducted in the school districts of three cities of moderate size. A total of 94 personnel involved with the evaluation process participated in the study. The secondary school component was conducted in two phases. The first phase examined the class schedules of 458 students with disabilities in 11 public high schools in two States. Data were collected concerning the number of students and disabilities that received services, the type of coursework taken, the extent to which students received services in integrated settings, and the extent to which they received services comparable to those of students without disabilities. In this phase, AMS identified and documented promising strategies for serving secondary students with disabilities. Strategies were grouped into the following topics: personnel utilization, special education curriculum development, internal special education strategies, regular education teacher preparation/support, special education student preparation/support, and vocational options.

Title	Contractor and Contract Number	Contract Period and Amount
29. Special Study on Terminology	**SRA Technologies Mountain View, CA 300-84-0144**	**5/21/84 - 2/21/85 $209,670**

Description: This nine-month study was undertaken to respond to the data requirements of Section 17 of P.L. 98-199 for a "Special Study on Terminology." The purpose of the contract was to conduct a review and assessment of the impact of the terms "serious emotional disturbance" (SED) and "behavioral disorder" (BD), and their definitions on several things: (1) the number and type of children and youth currently being served (and anticipated to be served) in special and regular education programs; (2) identification, assessment, special education, and related services provided and the availability of such services; (3) setting in which special education and related services are provided; (4) attitudes of and relationships among parents, professionals, and children and youth; and (5) training of professional personnel providing special education services. The study also provided examples of SED children who were effectively and ineffectively served.

30. Longitudinal Study on a Sample of Handicapped Students	**SRI International Menlo Park, CA 300-84-0258 Design**	**9/27/84 - 9/27/85 $285,409 4/10/85 - 4/30/86 $212,103 6/3/85 - 4/30/86 $ 48,051 5/1/86 - 7/28/86 $100,000 7/29/86 - 10/15/86 $ 71,526**
	300-87-0054 Implementation	**4/22/87 - 4/30/90 $2,963,602 5/1/90 - 4/21/92 $2,129,845**

Description: This contract was developed in response to the 1983 Amendments to EHA, now IDEA, which stipulates that a longitudinal study of a sample of secondary special education students be conducted to examine their occupational, educational, and independent living status after leaving secondary school. Due to the magnitude and importance of the proposed five-year longitudinal study, a design contract was awarded to develop a study design, sampling plan, and study instrumentation. The implementation contract includes data collection, analysis, and report development. In 1987, data were collected for the first time on a nationally representative sample of over 8,000 youth with disabilities. Data were collected again on these same youth in 1990. Analyses are examining outcomes and related factors.

	Title	Contractor and Contract Number	Contract Period and Amount
31.	**Survey of Expenditures for Special Education and Related Services at State and Local Levels**	**Decision Resources Corporation Washington, D.C. 300-84-0257**	**9/30/84 - 9/29/85 $505,309 9/30/85 - 9/29/86 $506,465 9/30/86 - 9/29/87 $722,614 9/30/87 - 3/31/88 $167,341 4/01/88 - 2/28/89 $ 65,921 Total: $1,967,650**

Description: This Congressionally mandated study was designed to provide OSEP with detailed expenditure data and to provide SEAs and LEAs with precise special education expenditure data with which to conduct program planning and budgeting activities. Data were collected on site from approximately 60 LEAs in 18 States. Using a resource-cost approach, data were collected to estimate expenditures for special education instructional programs and services, and by disabilities and age grouping. Analyses focused on national expenditure estimates, service descriptions, and how Federal funds are used.

32.	**Technical Assistance to State Educational Agencies Participating in the State Educational Agency/Federal Evaluation Studies Program**	**Research Management Corporation Fall Church, VA 300-85-0098**	**4/30/85 - 5/30/87 $313,924**

Description: Section 618(d)(3) of P.L. 99-457 authorizes the provision of technical assistance to State agencies in the implementation of the design, analysis, and reporting procedures of studies funded by the State Agency/Federal Evaluation Studies Program. A 25-month contract was awarded to Research Management Corporation to provide technical assistance to State educational agencies participating in the program. Based upon the contractor's needs assessment of each project's study proposal, State educational agencies were offered consultation, critical analysis of reports, information search, on-site technical assistance, and participation in a series of invitational forums. Topics ranged from broad issues of research methodology, (for example, quasi-experimentation, sampling, instrumentation, and case study research) to specific issues of participatory testing, survey methodology, questionnaire development, and rating scales. The final forum focused on the dissemination and utilization of study results that emanated from the 21 projects funded in 1984 and 1985. A synthesis report was prepared on the six 1984 studies that evaluated the impact and effectiveness of educational services for children with learning disabilities served within the regular education environment.

	Title	Contractor and Contract Number	Contract Period and Amount
33.	**A Study of Programs of Instruction for Handicapped Children and Youth in Day and Residential Facilities**	**Mathematica Policy Research** **Princeton, NJ** **300-85-0190**	**9/1/85 - 5/31/86** **Phase 1** **$331,189** **6/1/86 - 2/28/87** **Phase 2** **$529,246** **3/1/87 - 11/30/87** **Phase 3** **$283,564** **12/1/87 - 8/31/88** **Phase 4** **$182,025** **9/1/88 - 2/28/89** **$ 79,971** **Total: $1,405,995**

Description: This Congressionally mandated project provided previously unavailable data on (1) the characteristics of the populations served in State, private, and LEA-operated day and residential schools operated exclusively or primarily for persons with disabilities, (2) the characteristics of the instructional programs offered to persons age 21 or younger in these facilities, and (3) the changes that have occurred in the number and characteristics of these facilities since the Office of Civil Rights *Survey of Special Purpose Facilities* was conducted in 1978-79. The findings of this study were summarized in chapter 3 of the 1991 *Annual Report to Congress.*

	Title	Contractor and Contract Number	Contract Period and Amount
34.	**Technical Assistance in Data Analysis, Evaluation, and Report Preparation**	**Decision Resources Corporation** **Washington, DC** **300-87-0155**	**10/1/87 - 10/1/91** **$4,614,880**

Description: This project combines and expands on previous separate technical assistance contracts with OSEP. The purposes of the project are to (1) assist OSEP in developing the capacity to collect and analyze valid, reliable, and comparable data for reporting, program planning, and evaluation; (2) conduct issue-oriented analyses that can be utilized by Federal, State, and local administrators to support decisions regarding policymaking and implementation; (3) assist States to build the capacity to collect valid and reliable data and to perform evaluations of the impact and effectiveness of services provided under EHA; (4) facilitate information exchanges among Federal, State, and local special educators to discuss common concerns and goals; and (5) obtain, organize, and analyze information from multiple sources for reporting on the status of EHA implementation, and the impact and effectiveness of EHA implementation.

APPENDIX E

SUMMARIES OF STATE AGENCY/FEDERAL EVALUATION STUDIES PROGRAM

OUTCOME INDICATORS FOR SPECIAL EDUCATION IN MICHIGAN

Michigan Department of Education
Special Education Services

Recognizing an increased interest in evaluating the long term effects of the special education services provided to children with disabilities, the Michigan Department of Education conducted a study of program effectiveness through elaboration and measurement of school outcomes. The primary purpose of the study was to explore the feasibility of identifying school outcome expectations for Michigan's Hearing Impaired (HI), and Severely Mentally Impaired (SMI) populations through a consensus building strategy involving a broad range of persons throughout the State. Before this study was undertaken, outcome expectations had been generated by the Michigan Department of Education for the State's Visually Impaired (VI) population. Accordingly, a second component of the current study focused on obtaining student performance data on the outcome expectations for students with visual impairments. The study had three major objectives:

- To generate a list of outcomes of special education services for the Hearing Impaired and Severely Mentally Impaired populations;
- To elaborate Areas for Education (AE) within each outcome expectation for the Hearing Impaired and Severely Mentally Impaired populations; and
- To design and implement an Exit Performance Assessment (EPA) of student performance on the outcome expectations for students who received services for visual impairments in Michigan and who are nearing graduation from secondary education.

An eight stage process was completed to meet these three objectives, as follows:

1. Select a wide representation of participants for consensus building;
2. Complete a common needs paper for each disability area;
3. Generate basic outcomes;
4. Refine outcomes and generate areas for education (AEs), and for VI and HI, develop age level performance indicators, called On-Target Abilities (OTAs);
5. Appraise products and make suggestions for improvement;

6. Develop Exit Performance Assessment (EPA) test performance items;

7. Administer EPA Statewide for students with visual impairments; and

8. Analyze and report EPA results.

Stages one through five were completed for all three disability areas included in the study (i.e., VI, HI, SMI). That is, outcomes were determined by consensus, refined, and appraised. Further, Areas for Education have been delineated for all three disability groups and On-Target Abilities have been identified for the VI and HI groups. Results were compiled into three program guides, one for each disability area (e.g., *Program Outcomes Guide for Visual Impairment*). Stages six through eight were completed only for the area of visual impairments. A description of the activities completed under each stage of the study is provided below.

1. Select a wide representation of participants for consensus building

A unique feature of Michigan's study was the development of a set of outcome expectations using a consensus building strategy, to ensure that the outcomes reflect the current thinking of a large group of persons who share an interest in the education of students with disabilities. A group of 45 persons representing a broad cross section of individuals dedicated to the education of students comprising each disability category (i.e., HI, SMI) was selected through nomination from people in the field. Candidates were selected based on their knowledge, their positive reputation among others in their field, and their strong communications skills. The group included special educators (teachers, support service personnel, supervisors, and administrators), consumers (parents, advocates, persons with the particular disability), adult service agency personnel, and organizations relevant to the disability group. Selected persons were sent a survey to determine their interest and commitment and were assigned to a Consensus, Referent, or Validation Group, according to their interests and unique abilities.

2. Complete a common needs paper for each disability area

A needs document, detailing the unique characteristics of persons with a particular impairment, as well as the disabilities resulting from the impairment was completed by a respected author, selected from State and national candidates. The paper outlines expected outcome categories and provides an overview of the way students receive special services, basic terminology, and the current issues in each area. The needs paper was used as the starting point for outcome generation for each disability area.

3. Generate basic outcomes

This stage of the study focused on creating the expected outcomes for each disability area through a consensus development meeting. In generating the outcomes, Consensus Group participants were provided with a description of the meeting and a draft copy of the needs paper, which had divided student needs into several categories. Participants were subsequently divided into corresponding subgroups, each generating all the outcomes they felt were necessary to meet the needs within the categories they had been assigned. The subgroups were convened into one large group to clarify the resulting outcomes and to rate the importance of each outcome. After the meeting, the outcomes upon which there was a consensus of importance were compiled, edited and clarified and returned to the Consensus Group for verification.

4. Refine outcomes and generate areas for education (AEs), and for VI and HI, develop age level performance indicators, called On-Target Abilities (OTAs)

Once the Consensus Group delineated the basic outcomes, the Referent Group provided further refinement and specified how to measure each outcome, by identifying two or more Areas of Education (AEs), which divided each outcome into categories for instructional purposes. For the areas of VI and HI, On-Target Abilities (OTAs) were also specified for each of five age levels within each Area for Education. The OTAs are behaviors and skills which contribute to the overall attainment of an outcome. For example, one of the 21 outcomes generated for students with visual impairment is: *Ability to locate and read survival symbols in public places (elevators, rest rooms, restaurants, etc.).* One of the three AEs under this outcome was: *Understanding the basic components and designs of public buildings.* Two sixth grade OTAs for this AE were: *locate survival symbols/raised letter/braille symbols at elevators/bathrooms/exits/etc., in any public building; and read tactile/visual maps/models of buildings/layout.* OTAs for VI were also developed for the kindergarten, third, ninth, and twelfth grades.

An additional task for the Referent Group in the areas of VI and HI, was to develop five functional teacher checklists which could be used to assess student progress toward the outcomes at all grade levels.

5. Appraise products and make suggestions for improvement

The Validation Group was asked to respond to a series of questionnaires to assess the work of the Consensus and Referent Groups. First the group was asked to critique the outcomes developed by the Consensus Group and to generate lists of specific skills students must have to achieve these general outcomes. The efforts of the Referent Group began with this input. The Validation Group then assessed the AEs and OTAs developed by the Referent Group.

As noted above, outcomes and AEs were generated for each of the three disability areas (i.e., VI, HI, SMI), while OTAs were developed only for the VI and HI groups. Results were compiled into three program guides, one for each disability area.

The remaining three stages were completed only for the area of visual impairment.

6. Develop Exit Performance Assessment (EPA) test performance items

The stage of the study centered on developing a series of performance test items which are intended to measure individual performance on the outcomes generated for the area of visual impairment. The Exit Performance Assessment (EPA) was developed by a group of content experts who first wrote the outcomes as behavioral Statements and then generated specific items to measure them. A pilot EPA was assembled and 20 teachers were trained to conduct the pilot, score it, and compile the scores. Results of the pilot were used to make the final modifications of the EPA which includes over 150 items in four sections: (1) an Information Sheet; (2) Test Questions; (3) a VI Teacher Survey; and (4) an Orientation and Mobility Survey.

7. Administer EPA Statewide for students with visual impairments

The EPA developed for visual impairments was administered statewide after selecting school districts and contacting the appropriate personnel to identify the local teacher consultant for visual impairments. Teacher consultants were thoroughly trained in EPA administration. Throughout a four-week testing period, continual contact was maintained with examiners in order to assist with questions or problems. The statewide assessment was intended for students with visual impairments who were nearing graduation from Michigan secondary schools. Fifteen Intermediate School Districts participated in the testing and usable data were obtained from 28 of 36 sample students.

Individuals who administered the test in their local districts were also asked to respond to a questionnaire and were convened in a one-day meeting to discuss the results, procedures, test usefulness, and future options.

8. Analyze and report EPA results

For each of the VI outcomes, the average score for the VI population was reported, with breakdowns for three visual levels (near normal, low vision, blind). The proportion of students passing each outcome was also reported for three criterion levels: 85 percent, 75 percent, and 50 percent. The overall scores potentially provide an indication of performance levels across the many items that constitute each outcome. The proportion of students who pass each outcome at various criterion levels provides an indication of whether or not students are achieving the outcome.

The study helped clarify the goals for the Michigan Special Education Services division, helping to prioritized areas in which schools need to focus improvement efforts. Item analysis and teacher feedback suggested many ideas for item revision, although teachers were generally positive about the EPA. The State is undertaking additional work to substantiate the validity of assessment instruments.

AN EVALUATION OF THE IMPACT AND EFFECTIVENESS OF DELIVERING SPECIAL EDUCATION TO STUDENTS WITH DISABILITIES IN REGULAR EDUCATION PLACEMENTS

New Hampshire State Department of Education

The Special Education Bureau of the New Hampshire Department of Education carried out a study that would further the development of State capacity to examine the effectiveness of delivering special education services to students with disabilities who are placed in regular education settings for the majority of the school day. The study used indicators developed by the ongoing New Hampshire Special Education Program Improvement Partnership. Established in 1985, the Partnership is a network of participating local education agencies.

Goals of the Study

The study had two major objectives. First, the study examined selected educational outcomes of students with disabilities who were in regular education classrooms for at least 50 percent of the school day (that is, mainstreamed students). Student outcomes included absence, suspension, withdrawal, and graduation rates, as well as grade performance, school satisfaction, and participation in school and community activities. Second, the study described the extent to which specific indicators characteristic of effective educational environments were valued and utilized by classroom teachers considered to be highly effective with mainstreamed students. The major study questions were:

I. What impact has the delivery of special education and related services to children with disabilities in regular education placements had on their educational outcomes and their satisfaction with school?

   - What are the outcomes in areas related to absence, suspension, withdrawal, and twelfth-grade graduation?
   - What are the outcomes in terms of grades in specific curricular areas?
   - How satisfied are mainstreamed high school students with their school program and their relationships with other students?
   - What types of teacher expectations and support do mainstreamed high school students experience?
   - How active are mainstreamed students in the school and community?

- Do mainstreamed high school students feel that they have acquired basic knowledge and skills associated with living independently in the community?

II. What conditions, teacher behaviors/attitudes, and instructional practices characterize effective regular education placements; to what extent do these placements exhibit "effectiveness indicators?"

- What are the specific indicators of effectiveness associated with the successful delivery of special education and related services in regular education placements?

- What teacher behaviors/attitudes, conditions, and instructional practices characterize effective delivery? What educational practices do effective teachers value? Which do they use, and with what frequency?

Methodology

The study collected data on selected groups of special education students in regular and special class placements within school districts that voluntarily participated in the Partnership effort of the New Hampshire Special Education Bureau. Eleven LEAs (local education agencies), from five SAUs (cooperative School Administrative Units) participated, including urban and non-urban (rural and suburban) districts. Of the 50 schools that participated, there were 32 elementary schools, 11 junior high schools, and 8 senior high schools. Where possible, information was collected on the urbanicity, gender, and type of disability of the students. Students were identified through State and school rosters.

For the study questions related to high schoolers, the target population included all 9th through 12th graders in the participating districts during the 1986-87 school year. Graduation rates were determined by comparing the September and June rosters of 12th graders (excluding students transferring in or out); the sample included 74 mainstreamed, 24 special setting, and 1,700 students without disabilities. The high school population on which analyses of absence, suspension, and withdrawal data were performed included 462 mainstreamed, 125 special setting, and 7,284 students without disabilities.

Researchers collected data on the academic performance of mainstreamed and special setting students who received grades (students without disabilities were excluded) in grades 3, 5, 7, and 9, and 11 for academic year 1986-87. Some student files were incomplete, and many students received progress reports in lieu of grades; therefore, samples in some subject areas were too small for analysis. Using a written instrument, researchers surveyed a total of 219 11th and 12th graders concerning their satisfaction with school experiences and involvement in school and community activities; this included 157 mainstreamed students (43 of which were also interviewed personally), while students without disabilities were not surveyed.

The Classroom Practices Survey was administered to 45 teachers who had been nominated by a school principal and a special education administrator as highly effective in working with mainstreamed students. This was defined as a teacher with a proven track record of promoting the successful performance of mainstreamed students as evidenced by student grades, acceptance of mainstreamed students by classmates, and rarely being referred for disciplinary actions. Items (keyed to the New Hampshire Partnership database of special education effectiveness indicators) covered curriculum, methods, and materials; expectations for students; instructional practices; review and reinforcement; monitoring of student progress; parent involvement; and support received from special education staff.

The study exhibited several limitations. The student populations targeted for analysis did not constitute a random sample, so that the findings cannot be generalized beyond the study group itself. In addition, the numbers of special setting students were small; therefore, any comparisons with mainstreamed students must be viewed with caution. The analyses did not control for the potentially distorting effect of a larger-than-average proportion of males (who are more prone to disciplinary actions than females) among the population without disabilities, and the concentrations of more severe disabilities among the special setting population. A further limitation is that data on students without disabilities were collected for some of the study questions, but not for others, making it impossible to draw comparisons in some areas.

Findings

It was not possible, given the limitations of this study, to answer several of the research questions. However, some findings can be highlighted.

In the eight high schools studied, there was some evidence of higher absence rates for students with disabilities rather than students without disabilities, but these appeared to be due to very high rates among special setting students.

High school students with disabilities were more likely than their counterparts without disabilities to be suspended at least once. One-fourth of the mainstreamed students and one-third of the special setting students had experienced suspension during the year of the study. Suspension appeared to be more common in the urban sites than the non-urban sites studied.

Most high school students with disabilities expressed relatively high levels of satisfaction with their classes, grades, relationships with friends, classmates and teachers. However, about half of the mainstreamed students reported that they rarely enjoy going to school and almost a third said that their school experiences rarely made them feel good about themselves.

There was some evidence that the high school special education students in the study had only rather limited participation in extracurricular activities, such as sports and school clubs. The mainstreamed group rated themselves high on indicators of knowledge of independent living. Most felt they knew how to find out about different jobs, apply for a job, read newspaper ads, shop for their own clothes and groceries, and get a driver's license. In contrast, more than a third of the special setting students indicated they did not know how to get a checking account, how to continue their education or how to find social/recreational activities in which to participate.

Most of the teachers surveyed (who had been selected as unusually successful in working with mainstreamed students) rated most of the effectiveness indicators (developed by the Partnership program) as important or very important. However, the items least likely to be rated as important were: using homework to reinforce learning, using testing and ongoing monitoring of student achievement, involving students in setting their own goals, using questioning techniques that draw upon a range of cognitive processes, or using a buddy system in the classroom.

Teachers rated some practices as valuable, yet reported using them infrequently. Items included: involving parents; planning with special education staff; using methods involving many senses; using different methods to accommodate different learning rates; and providing extra help or learning time.

Discussion

This study helped build the capacity of the State of New Hampshire to monitor and improve the delivery of special education programs and services. This was primarily a descriptive study, which it is hoped may provide a basis upon which future, more analytical, studies could be built. At this point, the apparent high rates of absence, suspension, and withdrawal among students with disabilities is of concern, as are the indications that these students have only a limited participation in school and community activities. The degree of students satisfaction with school, peer and teacher relationships, and teacher support is encouraging, as are the self-ratings of mainstreamed students on knowledge of independent living skills.

A FOLLOW-UP STUDY OF FORMER STUDENTS WITH MILD AND MODERATE RETARDATION: CURRENT LIFE STATUS AND PERSON-ENVIRONMENT FACTORS ASSOCIATED WITH POST-SCHOOL SUCCESS

Nebraska Department of Education

The Nebraska Department of Education completed this study to examine the current life status of individuals with mild and moderate mental retardation who had exited high school, in an attempt to identify factors which may influence their post-school success. Four dimensions of post-school success were investigated: vocational success, extent of independent living, social-leisure activities, and personal satisfaction. Three research questions were addressed:

1. What were the life experiences and backgrounds of the former students and what is their current living status?
2. What is the relationship among the life experiences and among the post-school success measures?
3. What is the pattern of relationships among the past experiences, personal characteristics, educational experience, and current life status of the former students?

The study focused on 94 former students with mild and moderate mental retardation (IQ 40-70) who left special education school settings between the 1982-83 school year and the 1986-87 school year. School districts close to Lincoln, Nebraska formed the sample pool from which 183 former students were identified by the school districts as meeting the sample specifications. Ninety-four former students, or 51 percent of the sample pool agreed to participate in the study. The sample included 42 females (45 percent), and 52 males (55 percent) between the ages of 19 and 26.

Trained interviewers collected information from family members, case managers, employers, former teachers, residential assistants, and the former students themselves. Extensive data were collected on five potential influencing factors: parental influences, level of disability (IQ), former student skills (social, living, vocational), community size, and educational background (including integration of educational experiences, instructional strategies, and transition activities). Instruments and scales for data collection and analyses were derived and adapted by the researchers from instruments identified through the literature and from their own collective expertise in assessment.

Considerable descriptive information is provided on the individuals sampled to address the first research question, "What were the life experiences and backgrounds of the former students and what is their current living status?" Major findings include:

- All but one of the former students completed their high school education; 75 percent received a diploma, while 15 percent received a certificate of completion.

- Many of the study participants were exposed to functionally focused educational programs that were also community-based, although about half of instructional time was spent on simulated rather than real-life experiences.

- Transitional planning activities between the schools and potential employers or job service providers were limited.

- Forty-four percent of the students worked in a sheltered facility and fully half the respondents were employed in settings where all the co-workers had handicaps. About a fourth (26 percent) were employed in settings where none of the other workers had handicaps. Job earnings were minimal and benefits were extremely limited.

- Both parents and case managers reported that the former students in the sample could live and work in more independent settings than they do currently; community circumstances were seldom cited as a reason for former students not living in a more independent residence.

- Lack of available jobs and lack of skill levels were each cited by over one-fifth of the case managers as reasons for former students not working in a more competitive job setting.

- Parents had high expectations for their children in terms of independent employment and half reported that independent living was also very important.

- Responses from parents indicate that they were generally pleased with the schools in terms of preparing their child for independent living, for a job, for community living, and for leisure activities.

- Data from employers indicate that job skill ratings were generally satisfactory or better for the former students with the most highly rated job skills being the ability to use tools and manual and finger dexterity. Employers also noted that there were important skills which were lacking, including working with people, following directions, and making independent decisions.

Correlational and factor analyses were used to explore the second research question, "What is the relationship among the life experiences and among the post-school success measures?" while canonical analysis was used to answer the third research question, "What is the pattern of relationships among the past experiences, personal characteristics, educational experience, and current life status of the former students?" Results of the analyses suggest that for this sample of former students, skill level (IQ, social and job-related skills) is highly related to post-school success. Education and parent behavior were also found to be important, but not nearly as prominently as skills.

PROJECT IMPACT

Robert A. McClelland, Project Director
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Project IMPACT investigated certain questions concerning the provision and effectiveness of related services for special education students in the public school system in Hawaii. The intent of the project was to provide information to aid in decision making concerning the provision of services to special education students. The related services chosen for study included speech/language therapy, occupational therapy (OT), physical therapy (PT), and mental health counseling. The program areas for study included such objectives as:

Speech/Language Therapy

- To investigate the comparative effects of individual versus group language therapy services provided by speech pathologists to elementary special education students.

Therapeutic Services (Speech/Language/Occupational Therapy/Physical Therapy)

- To determine the factors that influence decisions to provide direct versus consultative services to special education students.

Occupational and Physical Therapy

- To profile the typical student who receives direct occupational therapy versus the typical student who receives consultative services.
- To ascertain the perceptions of parents and teachers concerning the effectiveness of occupational therapy and physical therapy services.

Mental Health

- To identify the types(s) and numbers of special education students in need of mental health services.

The study exhibits several limitations, including an incomplete description of methods used, relatively low response rates, and the inclusion of some samples that are too small to support analysis. The findings, therefore, cannot be generalized beyond the group in the sample itself.

Comparing the Effectiveness of Individual Versus Group Speech/Language Therapy

To assess the relative effectiveness of students in individual versus group language therapy, the study team tested the language ability of 74 Oahu Island elementary students. All students were diagnosed as exhibiting a significant oral language delay as well as being identified as having learning disabilities (LD) or mild mental retardation (MIMR). Data were collected in May 1987 (pre-therapy) and February 1988 (post-therapy). Instruments used included: (1) rating scales distributed to parents, teachers, and speech pathologists; (2) the Language Processing Test (LPT), administered to the students; (3) oral language samples (taken only from 33 students) by a speech pathologist.

Although students generally showed improvement between the pre- and post-test for the LPT, there did not appear to be differences between the improvement of students in individual therapy versus students in group therapy. This finding could have been influenced by several factors: students in group therapy might have less intensive need for speech services than the others, and thus were able to make similar progress to the more disabled students in individual therapy; or the time period between the tests (five months) may have been too short to show any differences that exist.

Factors Influencing the Provision of Direct Versus Consultative[1] Therapeutic Services

In order to investigate the factors that influence decisions to provide direct versus consultative services to special education students, the study team disseminated an 11-item survey to 94 related service professionals providing therapeutic services. The questionnaire went to 49 speech/language pathologists, 32 occupational therapists and certified occupational therapy assistants, and 13 physical therapists and para-medical assistants. The districts involved were Central, Hawaii, Honolulu, Hauai, Leeward, Maui, and Windward. The survey contained items regarding:

- Current caseload;
- Evaluations completed in a typical month;
- Typical focus of consultative services;
- Individuals who decide whether direct or consultative services will be provided;

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[1] For direct services, the therapist works with the student, either in pull-out situations or in the regular classroom, individually or in a group. For indirect or consultative services, the therapist works with teachers to help them develop skills, techniques, or methods for working with students.

- When the decision to provide services is made;
- Whether students with specified disabilities receive direct or indirect services;
- Factors that influence whether therapists provide direct or indirect services; and
- Opinions on statements regarding whether students would be more likely to receive direct or indirect services.

The overall response rate was 54 percent, yielding a sample of 51 respondents. Response by profession ranged from almost one-fourth to two-thirds.

The majority responded that the decision to provide direct or consultative services is made either by the therapist conducting the evaluation alone, or in consultation with the therapist providing the therapy, rather than at the IEP conference. However, it may be that the recommendations of therapists are so routinely adopted at IEP meetings that a recommendation tends to be viewed as an actual decision.

Speech therapists differed from occupational and physical therapists in their use of consultative services, using consultative services less. Speech therapists were more likely than occupational and physical therapists to cite heavy caseloads as influencing the decision to provide direct or consultative services. The survey indicated that occupational therapists and physical therapists were more likely to provide consultative services only to students who had hearing impairments, deafness, moderate mental retardation, and emotional disturbance.

The respondents indicated that the severity of a student's disability was the most important factor in deciding whether to use direct or consultative services. In addition, respondents were likely to agree with statements that younger students, students with a good to excellent prognosis for recovery, students who are perceived to be motivated or cooperative, and those whose parents expect direct service, are more likely to receive direct services.

Profile of Students Typically Receiving Direct and Consultative Services in Occupational Therapy

Occupational therapy (OT) is provided to students who demonstrate a need for assistance in skillful body functioning such as fine motor coordination and sensory-motor integration. In order to profile the typical student who receives direct OT services versus consultative services, the study team collected data on a sample population of 420 students, which represents approximately 30 percent of those students receiving OT services in Hawaii. The students ranged in age from 1.6 to 20.3 years.

Researchers collected data from two sources. First, the daily record of therapy services (as maintained by the School Health Services Branch and Crippled Children Services Branch of the Department of Health for April 1987) provided information on the type of treatment received and student demographics. Second, interviews with therapists elicited information on reasons for the type of treatment, prognosis of the client in treatment, a rating of the severity of the student's problem, a rating of the impact of the problem on the student's ability to benefit from education, and corroboration on the type of treatment received.

During the course of the analyses, the project staff found that some students receive a combination of direct and consultative services. Most of the students receiving these augmented services were in full-time self-contained special education environments.

The typical student receiving direct OT services is classified as having learning disabilities, orthopedic impairments, speech impairments, or mild mental retardation. Students receiving direct services tended to be younger, and have been in special education and OT for shorter periods of time than those receiving consultative services. The typical student receiving consultative services had multiple disabilities, severe mental retardation, or visual impairments.

Students whose therapists rated their problems as mild to moderate in severity and whose prognosis for improvement was considered excellent or good, were most often given direct services. Although these findings appear somewhat counterintuitive, much OT intervention is considered to be most effective when made at an early developmental age. Also, therapists indicated that where adequately trained special education teachers or aides can deliver OT services on a daily basis (as is the case for some students with severe disabilities), therapists must work directly with children with mild disabilities from regular classrooms.

Parent and Teacher Perceptions of Occupational and Physical Therapy

The study team surveyed parents and teachers to ascertain the degree of satisfaction and also their perceptions of the effectiveness of occupational therapy and physical therapy services. An 18-item survey questionnaire was distributed to the parents and special education teachers of 108 students receiving OT services and 62 students receiving PT services. The final report describes these as random samples of the 1,100 students receiving OT and 660 receiving PT in four school districts (Central, Windward, Maui, and Kauai). Students ranged in age from "between 3 and 6" to "above 15." For the OT students, 83 percent of the teachers and 48 percent of parents responded; for the PT students, 74 percent of teachers and 52 percent of parents responded.

The survey asked about the type, duration, and frequency of therapy services received. It also asked parents and teachers to rank different components of services on various rankings of satisfaction and perceived effectiveness.

Extremely small numbers of cases limit the generalizability of many of the specific findings. However, a large proportion of parents and teachers reported themselves to be satisfied with the progress made by students in therapy, satisfied with the services provided, and feel that therapy has been effective. Only very small numbers judged the services as ineffective.

When asked to rate the helpfulness of OT and PT consultative services, most teachers were positive. Physical therapy tended to rank somewhat higher than OT: 63 percent of teachers of students receiving OT and almost 80 percent of the teachers of students receiving PT rated their consultations with the therapists as helpful.

The final report states that parents and teachers were concerned with the size of therapists' caseloads, which they felt cut down on the number of sessions a child was able to receive.

The Types and Number of Special Education Students in Need of Mental Health Services

The study team surveyed Hawaii Department of Education personnel at the district and school level to assess their perceptions of mental health services being provided during the 1986-87 school year. Of particular interest to the study were the needs for additional personnel and the numbers of students unserved or underserved.

Mental health services in Hawaii are provided to schools through 10 children's mental health teams. Each team serves an area roughly equivalent to a school district. To assess needs at the district level, researchers sent a 20-item survey to special services team members and district education specialists. On the school level, a 54-item survey was sent to school counselors, special education teachers, and children's team liaisons. The surveys were sent to individuals in all 10 mental health teams, although responses were not received from one team and only teachers responded from another team.

Overall, both district and school-level respondents perceived a need for additional professionals to meet the mental health needs of Hawaii's students. On average, each team reported needing three to five professionals in order to provide an additional 6 to 10 hours of services per week. Analysis of the surveys showed the area in greatest need was the Leeward coast. The study team hypothesized that the remote nature of the area limited the team's ability to attract qualified service providers.

Reports on the number of unserved and underserved students ranged widely across respondents in different occupations and geographic areas. The study team concluded that there are students in need of mental health services in Hawaii, but could not estimate how many students or how much of an increase in services would be required.

A STUDY COMPARING STATE AND LOCAL ELIGIBILITY CRITERIA FOR LD, EMH, AND E/BD PROGRAMS IN MINNESOTA

Minnesota Department of Education

The Policy Context

The Minnesota Department of Education (MDE) undertook this study to obtain objective data concerning a recognized problem area in special education in the State. It was suspected that school districts were assigning many children with learning difficulties who may not necessarily be disabled, to special education programs. By investigating this issue, the evaluation study played a catalytic role in State legislation which addressed the problems a few years later.

In the absence of stringent statewide criteria in Minnesota, diverse local eligibility practices were in place. For example, the proposed State criteria for learning disability required a severe discrepancy between ability and performance, while most local criteria emphasized poor performance in itself. There was also concern that some slow learners (particularly minority students) were being stigmatized as having disabilities and, through "pull-out" programs, being isolated from the mainstream.

Although by 1984 the MDE had proposed eligibility standards for most disabilities, those State standards were not mandated. This lack of standardization of eligibility criteria raised questions of equity in placement (a student could have a disability in one district but not in another).

The lack of remedial and compensatory programs in the regular education program complicated the problem. As the Minnesota Committee for the Handicapped stated in 1988:

> Many districts have resisted adopting more stringent criteria for entrance into special education because special education is too frequently the only alternative or support system available.

In addition, the State legislature has become concerned about escalation of enrollments and costs for special education programs. In Minnesota, between 1979 and 1987, assignments to programs for students with mild learning handicaps (learning disabilities [LD], mild mental handicaps [EMH], and emotional/behavioral disturbance [E/BD]), grew from 4.9 percent to 6.9 percent of the State's K-12 enrollment--up to 35 percent of the school population in some districts (Reynolds, 1986). During the same period, total annual expenditures for those programs more than doubled, from $62 million to over $149 million. During the 1986-1987 school year, the official State enrollment figures in Minnesota for these students' special programs was 35,419 for LD, 9,079 for E/BD, and 7,479 for EMH. The legislature has taken several steps to contain costs in recent years, such as capping costs for subsidizing teachers' salaries and removing teacher caseload limits.

The study, then, grew out of a widespread concern that special education programs were neither strategically planned nor adequately funded to accommodate the increasing numbers of students. Further, there was a concern that dilution of special education resources might be reducing student outcomes and compromising the quality of specialized instruction for students with more serious disabilities targeted by the Individuals with Disabilities Education Act, formerly the Education of the Handicapped Act.

Methodology of the Study

The study reviewed the records of 440 students recently placed in the three major programs for mild disabilities--LD, EMH, or E/BD. The following study questions were addressed:

- What percentage of students identified as LD, EMH, and E/BD actually meet the eligibility criteria adopted by their districts?
- What percentage would meet MDE-recommended ("State") eligibility criteria?
- What were the reasons students did not meet State criteria?
- What is the incidence rate of LD, EMH, and E/BD students in districts adopting either State or local eligibility criteria?
- What differences do we find between districts that have adopted local or MDE-recommended eligibility criteria in terms of: average staffing ratios for special education teachers for these three groups of students; the amount of time these students spend in special education; their assignment to various service levels; the extent to which students receive services in classrooms, resource rooms, or other sites; the extent to which modifications to the regular education curriculum are mentioned in student records; and the prevalence of the practice of retaining students in grade.

To choose the school districts from which the sample of student records would be drawn, project staff first asked each district to submit its official criteria for entry to LD, EMH, and E/BD programs. Districts were then assigned to one of three categories:

- uses MDE-recommended criteria;
- uses modified-MDE-recommended criteria; and
- uses local criteria.

Since the modifications to State criteria were not uniform, group (2) districts were excluded from the study.

The study utilized a sampling design that ensured a representation of districts with high and low rates for combined LD, EMH, E/BD assignment, included the State's three largest urban areas (Minneapolis, St. Paul, and Duluth), and included some districts with at least one noncategorical, special education-funded program for students with mild learning problems.

From the resulting sample of 100 districts, evaluators drew a random sample of 440 students with mild disabilities. The resulting sample contained 198 LD students (179 assigned under local criteria, 19 under State criteria); 106 EMH students (69 assigned under local criteria, 37 State); and 136 E/BD students (68 local, 68 State).

As a rough check on representativeness, evaluators compared the characteristics of students in this sample with a State database on student populations in special education. Compared with the sample, the State data showed a similar age distribution and predominance of boys to girls placed (about 3:2). Children tended to be identified as having a disability in their early school years. For example, almost half of the students (45 percent) were first placed in special education in grades K-2. Another cluster of identifications occurred during the junior high school years. The study team collected data on the race and ethnicity of students, but these data cannot be interpreted without context data on the racial composition of different districts. However, previously collected State data clearly indicate a disproportionate representation of black, Native American, and Hispanic students, suggesting that assessment strategies may not be appropriate for culturally diverse students.

Working from student records, MDE evaluation specialists noted a variety of demographic data and program information. These investigators also rated whether a student met either State (MDE-developed) eligibility criteria or the local criteria in force. Double-entry of data was used to ensure accuracy, and procedures were put in place to limit distortion through "inter-rater drift and disagreement" among the evaluation specialists. No efforts were made to obtain information unavailable from student records. Researchers then compared placement practices for students from local-criteria districts and State-criteria districts.

To provide a broader perspective in interpreting the data and to broaden the "ownership" of the study, researchers also conferred with about 40 persons in four focus groups composed of different "stakeholders" in the special education program: (1) parents and advocacy representatives, (2) administrators, (3) special educators, and (4) regular education faculty.

The study exhibited several limitations. The sample contained too few students having learning disabilities under State criteria to allow evaluators to make comparisons between State-criteria and local-criteria districts for students with learning disabilities. It was also found that only about half the student records contained sufficient information to determine whether or not the students met the eligibility criteria in their districts--whether local or State criteria. Most of the remaining records contained information that contradicted eligibility by whatever criteria were in force. These factors tended to weaken the categorization into State-versus local-criteria districts.

Findings

The highest rate of correspondence of identified students with the official standard for the district was just under 60 percent (for EMH students placed in programs under State criteria) and the lowest was just over one-third (for E/BD students placed in programs under local standards). Of the 440 students, only 137 (31 percent) met State-recommended criteria for the categorical programs into which they were placed. Only 15 percent of students with learning disabilities currently in special education met State criteria. Conformity with State standards was higher with EMH (46 percent) and E/BD students (43 percent). These discrepancies occurred in both sets of districts--those that had officially adopted State criteria as well as those with local placement criteria.

Reasons why placements would not meet State criteria varied among the three programs. Of the EMH students, 46 percent lacked an assessment of adaptive behavior and for 36 percent, the IQ score was either above the State cut-off of 75 or missing. These figures document the prevalence of the problems with EMH placement recognized by the MDE before the study was carried out. For E/BD students, 50 percent of the records lacked documentation of two pre-referral interventions and about 13 percent cited no cluster behavior. For LD placement, 28 percent of the records lacked documentation of two pre-referral interventions, 26 percent of the records showed an inadequate discrepancy score between ability and performance, 23 percent showed the use of inadequate procedures or instruments, and 17 percent lacked documentation of adequate classroom observation.

Evaluators noted that the two groupings of districts had similar incidence rates of LD, EMH, and E/BD. The review of records indicated that all the students in the sample were experiencing problems learning in the regular education setting.

The average ratio of students per teacher statewide was 8.6 for EMH, 12.9 for E/BD, and 14.9 for LD. The average number of students per aide was 14.3 for E/BD, 24.0 for EMH, and 124.9 for LD students.

For the sample as a whole, the IEPs indicated that about two-thirds (65 percent) received one hour or less of service per day in their primary disability. For LD and E/BD students, about three-fourths received no more than one hour per day of service. Although a sizable number of EMH students (26 percent) received a half-hour or less per day, about 39 percent received more than three hours per day. The great majority--71 percent--of the students received less than one-half day of direct services. Fifteen percent received more than one-half day but less than 100 percent of time in special education. Nine percent received consultation without direct services. Less than 5 percent were placed in special education day schools or residential facilities.

The evaluation confirmed the extensive use of pull-out programs, with 85 percent served in a resource room outside of the regular classroom. Only 7 percent of all students in the sample received direct services in their regular classrooms.

Evaluators identified coordination between regular education and special education as an area of concern. Just 38 percent of student records made mention of modifying the regular education programs to accommodate the student's disability. The most frequent recommendations in the student records concerned staffing or methods, such as allowing oral testing, preferential seating, modifying tests, and use of classroom aides.

Conclusions

Evaluators suggest that the special education placement problem arose because the school system has not accommodated students without disabilities who are educationally needy: those who differ in learning styles, vary in intellectual ability and motivation, or are culturally diverse. The study concluded that the regular education system needed to be improved in order to solve the special education placement problem.

The study generated four major recommendations:

- Special education programs should be limited to a population of students with identifiable disabilities who need specialized services.
- Funds for personnel and training should be provided to regular education programs so that teachers can meet the instructional needs of low-achieving students who are not eligible for special education services.
- MDE should begin the process for promulgating rules that provide statewide eligibility criteria for special education programs.
- MDE and the legislature should commit sufficient resources for monitoring and program evaluation to insure equitable statewide placement practices for special education programs.

According to the Project Director, the evaluation study acted as a catalyst, encouraging State action on the problems it described. In 1989, the Minnesota legislature passed the Assurance of Mastery program. The study team testified before the State legislature on the findings of the evaluation study and contributed to the drafting of the legislation. Through the Assurance of Mastery program, the State of Minnesota provided $25 million to serve the educationally needy, defined as young people experiencing learning difficulties who do not qualify for special education or compensatory education. In addition, the Governor added to the State budget a provision to promulgate statewide eligibility criteria and monitor for compliance.

AN EVALUATION OF THE EFFECTIVENESS OF SPECIAL EDUCATION PROGRAMMING AT THE SECONDARY LEVEL BASED ON STUDENT OUTCOME AND PROGRAM QUALITY INDICATORS

Colorado Department of Education

This study had two purposes. The first was to evaluate special education in Colorado in terms of student outcomes. Second, the study undertook to test the utility of the Colorado Special Education Quality Indicators (which describe the characteristics of effective programs) by weighing them against actual student outcomes.

The major outcomes to be assessed included: absence, suspension, withdrawal (dropping out), graduation, student grade performance, student satisfaction and school experiences. Other outcomes included student perceptions of expectations and support of their teachers, student perceptions of their vocational competencies and independent living skills, and the level of school and community integration.

The Colorado Special Education Quality Indicators were developed in 1987, based on the national reference document, Effectiveness Indicators for Special Education, which has previously been used for evaluation purposes in New Hampshire. These program indicators include such elements as resource allocation, staff characteristics, staff development, assessment, parent participation, and interagency cooperation. A section on special education policies and procedures addressed such issues as least restrictive environment, transition plans, procedural safeguards, free appropriate public education, and special education philosophy. That document also supplied the instrumentation for data collection on special education students, teachers, and related staff.

Data were collected from 14 Colorado high schools in the late spring of 1989. While not a random sample, the schools solicited to participate represented a range of geographic regions, settings (three urban, five suburban, and six rural schools), and enrollment sizes. A group of 939 special education students (grades 9-12), and special education teachers, related staff, and regular education staff at the participating schools were the identified respondents. Response rates ranged from 65 percent for special education students to 81 percent for regular education staff. Data came from six sources of information in each school:

- Survey of all students with disabilities through self-report questionnaire;
- Interviews with a sample of 11th and 12th grade students with disabilities;
- Survey of all regular education and special education teachers and related services staff;

- Overview information reported by a key respondent in each school;

- Student records of each student with disabilities; and

- School-level data (aggregated) for all regular education students.

Enrollment included all students who were ever enrolled during the entire academic year. Dropout rates represented the percentage of ever-enrolled, 9th through 12th grade students who left school during the academic year for reasons other than transferring to another school or program, illness, or death. Graduation rates were based on the number of 12th grade students exiting with a certificate or diploma, compared with the number of students enrolled.

The study presented several limitations. First, since an intentional rather than a random sample was used, the findings cannot be generalized statewide. Also, the student sample may have been skewed by higher rates of nonparticipation in urban schools. Although participating schools were cooperative in arranging distribution of surveys through meetings, by handouts, or during class periods, absenteeism and nonwillingness to fill out a survey form took a toll on participation. Moreover, the survey instruments are still in the process of being validated. Schools differed in how they defined suspension and attendance, which somewhat confounded analysis across schools. Nonetheless, response rates were fairly high, which gives confidence in generalizations at least within the participating schools and similar schools. The current analysis supports the following conclusions:

- Students with disabilities participating in the study had higher absence and out-of school suspensions than participants without disabilities. Students with emotional/behavior problems were absent most frequently and were also suspended most frequently.

- Students with disabilities in the study received lower academic grades than their peers without disabilities, with emotional/behavior disordered students receiving the lowest grades of all students. Students with mental retardation tended to have higher grades, but were also less likely to be served in a regular classroom settings and therefore, their higher grades may be indicative of a different standard for grading rather than academic achievement.

- Participating students with the lowest grades across all academic and vocational courses were also those with the highest rates of absenteeism and suspension.

- Dropouts in the study on average were absent one-in-five of their enrolled days, twice the rate for non-withdrawing students with disabilities.

- Overall, students with disabilities surveyed were satisfied with school. Students with emotional/behavior problems were less likely than students with mental retardation or learning disabilities to be satisfied with school.

- Students with mental retardation responding to the survey were less likely than students with other disabilities to participate in school or community activities and rated themselves less knowledgeable about skills related to independent living.

This study grew out of an emerging commitment in Colorado to evaluate the quality of special education programs. Beyond its specific findings, the study served as a preliminary step in a process of building the capacity of local school districts to systematically assess and improve programs and services on an ongoing basis.

IMPACT AND EFFECTIVENESS OF CATEGORICAL PROGRAMS FOR LOW ACHIEVING STUDENTS

Office of the Superintendent of Public Instruction
State of Washington

Through a three-part study, the State of Washington assessed the utility of categorical programs for serving its growing population of low achieving students who have mild or moderate learning problems. This group formed a large proportion, 16.5 percent in 1984-85, of the school-age population in the State. These low-achieving students received special services through several categorical programs: 4.6 percent were served through special education with learning disabilities; 8.1 percent were served through Chapter 1 (regular or migrant); and 3.8 percent were in the State's Learning Assistance Program (LAP).

There was growing concern in the State of Washington about the efficacy of the categorical approach. Critics characterized these programs as piecemeal, uncoordinated, overly reliant on removal of students from the regular classroom, and narrowly focused on testing and eligibility issues, neglecting curriculum planning. Another concern was that the use of standardized testing for learning disability might be assigning a disproportionate number of students from diverse cultural, ethnic, and socioeconomic backgrounds to special education.

The study consisted of three related components. The first component assessed the utility of curriculum-based assessment procedures (CBP) as an alternative to standardized achievement and psychometric testing to identify students with learning disabilities. The aim of the second component was to develop a student data management system that would eventually enable the State to measure the impact of categorical services on student performance. The third component compared remedial with special education programs: the services they provide and the students they serve.

Curriculum Based Assessment Procedures

The Curriculum Based Procedures Study was designed to determine the feasibility of using CBP as an alternative to standardized achievement and psychometric testing to identify students with learning disabilities. Evaluators collected data in six districts, representing a spread of enrollment size, demographics, location, and degree of urbanization. Ten school buildings and 2,281 students in grades 1-5 participated. Information was collected on students in regular education, special education, and remedial education (Chapter 1 and LAP programs). *Probes* (curriculum-based tests) were administered in the subject areas of reading, math, and written language. The probes were used to establish performance norms for the three groups of students and make comparisons among them. In addition, project staff interviewed service providers on their perceptions of the utility of CBP: 11 school psychologists, 7 project coordinators, 6 special education directors, and 8 general education teachers. Although generally representative of districts in the State, districts were not chosen randomly, so that generalizations of the findings beyond the study sample must be made with caution.

Results of the three subject area probes differed. The reading measures showed differences between students in regular education and those in remedial and special education, but did not consistently identify students in different categorical programs. The writing measures did not reflect any consistent patterns across groups. On the math probe, however, Chapter 1 and special education students scored significantly lower than those of regular education and/or LAP students.

School psychologists and special education project coordinators who were interviewed tended to view CBP as a systematic, effective means of summarizing classroom performance, as compared with current practices of using work samples, curriculum-unit tests, norm-referenced tests, and informal teacher observations. Generally, however, they did not perceive CBP as replacing the psychometric instruments currently in use to identify learning disability.

Special education service providers indicated several potential uses for CBP: screening at-risk students for regular education interventions; developing instructional modifications; monitoring effectiveness of regular education interventions; and communicating about student performance.

Student Monitoring System

In the course of this component of the study, a special education data management system was developed and field tested. The project was carried out by a data management consultant, a project coordinator, and an SEA information management specialist, with the assistance of a special education Data Management Team representative of the school system as a whole.

The system included: (1) the minimum data elements recommended by the Data Management Team and the SEA; (2) a capacity to produce reports concerning categorical programs; and (3) utilities to prepare data files for transmission and to upload district data files. The field testing consisted of an initial test in one school district, a second test in another, and then a third test in a 19-district special education cooperative. The system was designed to be flexible enough to enable districts with different computer systems to participate. Districts could transmit their data to the SEA by paper reports, floppy disks, tape, or by modem.

The Data Management Team reviewed these activities and made further suggestions regarding implementation to the Superintendent of Public Instruction and the Washington State Information Processing Cooperative.

A Comparison of Two Categorical Programs

This two-year study compared two categorical programs: remedial and special education. Remedial programs included Chapter 1, LAP, and district-funded efforts. Evaluators described the students served by each program and the services provided.

The student sample was drawn over two years from six participant districts. The Year I sample was drawn from 25 elementary schools in six school districts. It consisted of 862 remedial and 249 special education students in 25 elementary schools. The Year II sample was drawn from 18 schools in five of the original districts, and consisted of 105 remedial and 316 special education students. Eighty-eight percent of the special education students in Year 1 and 81 percent in Year 2 were classified as having learning disabilities.

Student scores from the different standardized tests in use in the districts were converted to a common measure--normal curve equivalents. Evaluators collected data on the number of subjects in which students received services; the number of minutes of special instruction (for Year 2 only); and whether special education students were mainstreamed, in pull-out programs, or served only through support provided to the teacher. Since the districts were selected, not through probability sampling, but because of their interest in participating, and since no urban districts were included--generalizations beyond the study group should be made with caution.

Remedial and special education student populations appeared similar in terms of instructional level and learning rate. The time spent receiving specialized instruction also was similar for many remedial and special education students (although special education students on average received somewhat more time). Overall, the two categorical programs used similar service delivery models (pull-out and in-class services), although more special education students were served in pull-out settings. Breadth of services clearly differed between the two groups, however. Compared with remedial programs, special education programs provided services in many more subject areas--some of which might not be noted on the student's IEP. Percentages of students served in remedial and special education programs differed considerably across school districts.

Evaluators concluded that important similarities exist between the two categorical programs examined--both in the populations served and the services offered. However, assignment to special education appeared to entitle students to a broader range of services--even beyond those noted on a student's IEP. Findings also suggest that policies at the district or school levels--not simply Federal and State policies--play a key part in student assignment and program content.

EVALUATING OUTCOMES OF TRANSITIONAL PLANNING

Division of Special Services
Office of the Superintendent of Public Instruction
State of Washington

This study describes and evaluates a 1987 initiative by the State of Washington to improve outcomes for special education students who are leaving school, by systematizing the development of Individual Transition Plans (ITPs). Concern is growing nationally and in the State of Washington among education policy makers about the transition that youth with disabilities make to employment, independent living, or further education. National legislation (such as the Vocational Education Act of 1963, its 1968 and 1976 amendments; the Carl Perkins Vocational Education Act of 1984; and the Rehabilitation Act of 1973) has provided for increased vocational and adult services to individuals with disabilities. Nevertheless, persons with disabilities, including recent high school graduates, have higher unemployment rates than their counterparts without disabilities.

The Office of Special Education Programs (OSEP) of the U.S. Department of Education began in 1986-87 to require States to report information on transitional services needed for post-school status for students exiting the public high school system. OSEP also began to require districts to complete an ITP for each exiting student. Although school districts in the State of Washington were submitting exiting data as required to OSEP, no uniform system for developing ITPs, or for measuring the post-school status of students, existed.

The objectives of the project were as follows:

- To standardize individual transition procedures for evaluation of student outcomes.
- To develop a follow-up procedure to evaluate transition procedures.
- To field test the transition and follow-up procedures in at least five school districts (final figure was six). This includes identifying districts and securing commitments to participate; training district staff and parents; conducting field test of transition procedures and conducting field test of follow-up procedures.
- To revise the transition and follow-up procedures and incorporate them into a statewide computerized tracking system.
- To prepare a State-level team to train agencies and parents to use the model procedures.

- To report to the funding agency and disseminate results in professional journals and at professional meetings.

All study objectives were met except the training of agencies and parents in using the model and procedures developed. In accordance with these objectives, researchers posed five study questions:

- Do required services get delivered?
- Is there a relationship between type of disability and type of services needed?
- Is there a relationship between type of disability and type of services delivered?
- Is there a relationship between type of disability and post-school status?
- Are there differences in the post-school status between students who received ITPs (1988 school leavers) and those who did not (school leavers during the previous 30 months)?

Methodology

Six districts worked to develop the standardized ITP procedures, implement them, and track student outcomes. The study population included high school students in the six districts who met three criteria: (1) graduated or aged out from the school district in 1988; (2) met State and Federal definitions of individual disabilities; and (3) agreed to participate in the study.

In January 1988, a meeting was held with all prospective participants. Subsequently, a total of 81 staff (including 61 high school teachers, 11 related services staff, and 9 administrators) were trained to develop and implement transition plans. Researchers provided a uniform data sheet for each student, but districts were allowed to continue using locally developed forms, as well. Data were collected on the ITP content of all 120 special education graduates for that year. Scripted telephone follow-up interviews on post-school status were conducted with parents of these graduates, which yielded data for analysis on 90 graduates. Most of these students either had learning disabilities (55) or mild mental retardation (21).

The study exhibited several limitations. While the participating districts represented a variety of areas, local economies, and socio-economic and ethnic populations in the State--the resulting study population of 90 students (in the final follow-up group) did not comprise a statistically generalizable sample. Further, about one-third of parents interviewed could not provide information on why services listed on the ITP were not delivered. Also, some data were lost in the process of switching to hired telephone interviewers after difficulties emerged with using parents in this role, as originally planned.

Results

The ITPs of the 90 graduates in the final sample listed 216 services. Types of services listed varied by disability. Students with learning disabilities were referred most frequently for vocational (52 percent) and post-secondary (24 percent) services, while students with both mild and moderate mental retardation were referred for vocational (28 percent) and residential/leisure (24 percent) services. The follow-up survey found that, of these 216 services, only 84 (39 percent) were delivered. Among the most commonly listed services, vocational training was delivered 22 times out of 48 times listed; employment was delivered for 4 out of 22 listings; vocational placement was delivered for 5 out of 18 listings; independent living, 3 out of 11 times listed. About half of the graduates with moderate mental retardation and about one-third of the graduates with learning disabilities received services.

The data are inconclusive on why such a large proportion of services were not delivered. Interviewed parents reported the reason as "unknown" 35 percent of the time. Lack of follow through by agencies (11 percent) and parents or students (8 percent) were the most commonly listed reasons for not receiving listed services.

As might be expected, it was found that the desired outcomes of these services (e.g., employment, independent living) were more likely to occur for study participants who received services than among those who did not (35 percent versus 6 percent). However, no differences were found in the post-school status of the study group that had received individual transition planning, compared with special education graduates from the same districts from previous graduating cohorts (who had therefore received no ITPs). Further, it is not clear if those who received services systematically differed in important characteristics from those who did not, if the type, quality, or intensity of services made a difference, or if the services were actually delivered.

Discussion

Through this study, six school districts the State of Washington gained valuable experience in individual transition planning. The State was also able to examine the outcomes for a selected group of exiting students. Although those in the study team strongly believed the standardized transition planning to be helpful, to date, researchers were not able to demonstrate that students who received ITPs were better off than earlier cohorts who exited without ITPs. There are many possible explanations for this. For example, one year may not have been enough time to make the new ITP system reach its fullest potential, or that, to be effective, transition planning may need to begin earlier in high school. Adult services may not have been well-enough coordinated with the ITP process, or the numbers of existing service slots (for example, for training, employment, or independent living) may have been to small to accommodate more than a small proportion of those who have such services listed on their ITPs. It also may be that the large proportion of missing data obscured the results.

APPENDIX F

ABSTRACTS OF STATE AGENCY/FEDERAL EVALUATION STUDIES PROGRAM

CONNECTICUT STATE DEPARTMENT OF EDUCATION

"Plan for Statewide Evaluation of Academic Outcomes of Educational Services for Students Receiving Special Education Services"

Project Co-Directors: Pascal Forgione and Thomas Gillung

Cost: Federal Share = $111,864

SEA Share = $211,122

Total = $322,986

Project Period: December 1, 1988 to May 31, 1991

Abstract:

The Connecticut State Department of Education has proposed a study using the Connecticut Mastery Test (CMT) to help determine the effectiveness of educational programs for special education students. The purpose of the study is to set in place the data collection procedures, along with the performance criteria and standards, that will allow the Department to engage in a longitudinal statewide evaluation of outcomes for educational programs for students receiving special education services.

The Connecticut Mastery Test (CMT) is a curriculum-based criterion-referenced test designed to assess the language arts/reading, writing, and mathematics skills that students should have mastered by the beginning of the fourth, sixth, and eighth grades. The test was designed to reflect the basic skills necessary to master the academic subject matter at each of the three grade levels. The CMT yields information about a student's educational achievement that permits identification of strengths and weaknesses in each of the academic skill areas assessed by the test in relation to an objective performance standard.

This study will analyze the usefulness of the CMT as a method of evaluating students receiving special education services. The four objectives of the study are:

1. To assess the usefulness of the CMT for statewide evaluation of special education programs for students with disabilities in public schools.

2. To establish suitable CMT standards for assessing the educational progress of special education students over time.

3. To assess the feasibility of implementing out-of-level testing on the CMT for special education students.

4. To assess the usefulness of the CMT for purposes of pre-referral screening and academic prescription for special education students.

Psychometric analyses will be performed on data collected from the CMT administered in the fall of 1987 and 1988. Such techniques as regression, factor analysis, tetrachloric correlation, and item parameter estimation will be used. In addition, there will be factor structure analyses, test information functions, and undimensionality assumption analyses.

Data will be collected from the CMT on special education students with mild educational disabilities who have academic goals as an important feature of their educational program. In addition, demographic data will be collected from the Integrated Special Students Information System.

KANSAS STATE DEPARTMENT OF EDUCATION

"Evaluation of Cross-Categorical Programs in Kansas"

Project Director: Sidney A. Cooley

Cost: Federal Share = \$130,541

SEA Share = \$ 88,024

Total = \$218,565

Project Period: January 1, 1989 to April 30, 1991

Abstract:

The Kansas State Department of Education intends to assess the effectiveness of cross-categorical service delivery models. Schools in Kansas operate both categorical and cross-categorical programs. Cross-categorical programs are known as "interrelated" service units in Kansas. Few previous studies have evaluated the effectiveness of cross-categorical programs. This study will examine both categorical and cross-categorical programs and compare them as to effectiveness, degree of student satisfaction, and degree of teacher satisfaction. Teacher perceptions of preparation needs will also be determined.

The study has two major goals. The goals are:

1. To determine the effectiveness of cross-categorical versus categorical programs.
2. To determine teacher preparation needs for personnel to teach in cross-categorical programs.

The information from this study will be used to make recommendations for regulatory changes regarding cross-categorical and categorical delivery models, and for changes in personnel preparation practices, including inservice and technical assistance.

Data will be collected from 14 special education agencies throughout the State which represent 19 percent of the total in Kansas. These agencies will represent urban, suburban, and rural areas, as well as single district local education agencies (LEAs) and multi-district cooperative LEAs.

The study will collect data from a minimum of 280 special education teachers and 1,120 students. Data will be collected from student records, teacher interviews, and surveys of the parents of the students. The LEAs will be chosen in order to include an equal number of categorical and cross-categorical teachers and students. Elementary and secondary level students will be included. In addition, the study will survey all special education teachers in the State.

Data collection has been completed and data analysis has started.

MICHIGAN DEPARTMENT OF EDUCATION

"Using Exiting Performance Assessments to Evaluate and Improve Programs for Educable Mentally Impaired and Emotionally Impaired Students"

Project Director: Lucian Parshall

Cost: Federal Share = $187,323

SEA Share = $178,930

Total = $366,253

Project Period: October 1, 1989 to September 30, 1991

Abstract:

The Michigan Department of Special Education Services and the Center for Quality Special Education will conduct a study to develop and collect exit performance assessment (EPA) data on two types of special education students. The project will study students classified as Educable Mentally Impaired (EMI) and Emotionally Impaired (EI). The project has two purposes: to improve student outcomes and to implement school improvement plans based on study results. This project is part of a statewide effort to establish functionally based outcome expectations for all students exiting special education programs. In addition, the study will provide individual school districts with EPA data on their exiting students to help them identify outcome areas needing increased programmatic attention.

The Center for Quality Special Education, which is currently operated under contract by Disability Research Systems, Inc., was created to evaluate the effectiveness of special education programs and practices in Michigan, to provide program effectiveness information to Special Education Services and local districts for the purpose of policy development, and to provide long-term information to decisionmakers for planning regarding effective special education programs and practices. The Center has already established outcome expectations and developed EPAs for students with visual, hearing, severe mental impairments, emotional disturbance, educable mental impairments, and speech and language impairments. The remaining six disabilities areas will be completed by 1992.

This study is designed to assist in the process of developing a systematic strategy for evaluating special education programs and services. By providing documentation of improvements in pupil growth and development, the study intends to achieve the following goals:

1. To collect performance data on a representative sample of EMI and EI students;

2. To develop a reliable and valid assessment device (i.e., exit performance assessment, or EPA) to measure performance on desired outcomes for EMI and EI students;
3. To develop profiles of individual students, districts, and the State based on EPA results;
4. To identify discrepancies between student performance and desired outcomes within individual districts and statewide;
5. To analyze program deficiencies and design school improvement plans specific to individual districts; and
6. To recommend to Michigan's Department of Special Education Services new directions for policy.

Project leaders also intend to conduct a summative evaluation.

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

"Developing SEA Capability to Determine the Effectiveness and Impact of Special Education Programs in New Hampshire Using a Statewide Database"

Project Director: Harvey Harkness

Cost: Federal Share = $149,141

SEA Share = $100,000

Total = $249,141

Project Period: October 1, 1989 to March 31, 1991

Abstract:

The New Hampshire Department of Education, Special Education Bureau, is attempting to develop the capability to evaluate the effectiveness and impact of special education programs using a statewide database. In particular, this feasibility study will assess whether or not it is feasible to design and maintain an ongoing database on student outcomes and program effectiveness at the State level that could be used to guide policy development, program planning, technical assistance delivery, and staff development.

The study builds upon a recently completed project funded by OSEP through the State Agency/Federal Evaluation Studies Program. The earlier study provided a descriptive analysis of educational outcomes for students with disabilities primarily in regular education placements and described practices and conditions characteristic of those placements. The former study also demonstrated the utility of a cross-district database for program assessment. The current project proposes to significantly extend the information in the database related to student outcomes.

To assess the feasibility of designing and maintaining an ongoing capacity to assess impact and effectiveness, the State will verify the validity of the current methods used to collect information on student outcomes and program effectiveness and the utility of the resulting data for conducting both descriptive and relational studies. This will include ensuring the reliability of the survey instrument used to collect program effectiveness data. An analysis of the nature of student records in participating New Hampshire schools will occur using 1) surveys completed by the principal or a designated representative, and 2) surveys completed by the data collector in each school on the source of student outcome data and the quality and completeness of the records. These data will permit an analysis of recordkeeping across schools, the current level of effort needed to access student outcome data, and an identification of problems as well as efficient approaches. In addition, the cost of the data collection will be compared with the likely impact of the information return at the school, district, and State levels.

Data will be collected from schools and districts that participate in the New Hampshire Special Education Program Improvement Partnership (a volunteer group of school districts representing geographic, urban/rural, and SES diversity). The four-year-old partnership has been developing a database of student outcome data, disseminating information and resources for local school improvement efforts, and encouraging local school districts to carry out self-evaluations.

Based on the results of the analyses of current recordkeeping systems, feedback will be provided to the participating schools on their recordkeeping approaches; with participating sites, a model student outcome information system will also be designed and piloted. The feasibility of maintaining an ongoing database at the State level will also be assessed; various alternatives will be examined for interfacing with the New Hampshire Special Education Information System (SPEDIS) and other databases at the State level.

Using the data collected from the participating schools, a pilot study will investigate whether the: (1) absence, suspension and withdrawal rates and (2) grade performance in major academic areas of high school special education students differ for students with learning disabilities, emotional disturbance, speech or language impairments and mental retardation. Also, the relationships among special education outcome variables and the relationships between school suspension rates and teacher perceptions of special education program delivery variables will be explored. These results will be used to refine and formulate additional testable research hypotheses for future studies of special education program effectiveness and impact in New Hampshire.

UTAH STATE OFFICE OF EDUCATION

"Pre-referral/Referral Impact Evaluation"

Project Director: Ken Reavis

Cost: Federal Share = $ 94,991

SEA Share = $ 63,327

Total = $158,318

Project Period: October 1, 1989 to March 31, 1991

Abstract:

The Utah State Office of Education in conjunction with the Technology Division of the Developmental Center for Handicapped Persons at Utah State University will evaluate the impact of the pre-referral/referral systems which are required by the State. Utah recently became one of the 23 States that mandate some type of pre-referral intervention before assessing students for special education placement.

Pre-referral and referral records will be assessed at pre-intervention (1985 through 1987) and at post-intervention (1988 through 1990). The study will compare year to year data. The objectives of the project include:

1. Determine if the pre-referral mandate affected the numbers and proportions of students referred for and/or placed in special education.
2. Determine if the pre-referral mandate differentially affected the numbers and proportions of students exhibiting learning, behavior, and severe intellectual problems referred for and/or placed in special education.
3. Determine if the pre-referral mandate differentially affected elementary and junior high schools in the numbers and proportions of students referred for and/or placed in special education.
4. Determine if the pre-referral mandate differentially affected rural and urban schools in the numbers and proportions of students referred for and/or placed in special education.

Based on the analysis of the numerical data, follow-up interviews with school principals, regular, and special educators will be conducted to determine the potential variables influencing the trends in the numerical data.

CALIFORNIA STATE DEPARTMENT OF EDUCATION

"State Agency/Federal Evaluation Study of the Effectiveness of Pre-Referral Interventions and the Effectiveness of Alternative Assessment of Ethno-Linguistically Diverse Students for Placement in Learning Disabled Programs"

Project Director: David Ragsdale

Cost: Federal Share = $156,600

SEA Share = $127,765

Total = $284,365

Project Period: January 1, 1990 to June 30, 1991

Abstract:

California will conduct a feasibility study to validate a proposed conceptual framework that adequately describes the elements of the pre-referral and alternative assessment procedures for ethno-linguistically diverse students.

The research design for this feasibility study is composed of two parts. Phase I addresses the impact of various demographic and individual student characteristics on the program decisions which result from the pre-referral intervention process. The proposed conceptual framework identifies the pre-referral intervention process as a multi-channel student flow system through which a student at risk who is experiencing problems with learning academic skills is reviewed and one of six categories of program and/or placement modifications selected to ameliorate the effects of the identified academic learning problems. It is hypothesized that the frequency with which students at risk are channeled into each of the six outcome categories is predicted by eight factors which represent various demographic and individual student characteristics. Path analysis will be used to examine the relative impact of each of these eight factors on the six placement options of the pre-referral student study team.

The Phase I study design will trace the flow of students from the onset of the pre-referral consultation process to the notification of problem learner status. The study will examine how many and what kinds of students pass through each channel, and will identify factors that predict which children will be given each type of diagnosis. In particular, the pre-referral feasibility study will identify the extent to which ethno-linguistic minority students are disproportionately represented in each of the various flow channels.

Phase II of the study will examine the impact of the use of alternative assessment procedures on the determination of special education eligibility for referred White, Black, and Hispanic students at risk. At issue is whether the use of alternative assessment procedures results in similar eligibility decisions for the three ethnic groups as compared to decisions made utilizing

traditional assessment procedures. A chi-square analysis will be used to compare the frequency with which referred students at risk within each ethnic group are identified as students with specific learning disabilities under the two assessment conditions and are placed in special education programs.

The general hypothesis for Phase II is the extent to which alternative assessment procedures lead to the same, or different, decisions than traditional assessment procedures regarding eligibility of children as learning disabled. Furthermore, the study will examine whether the degree of congruence between the two approaches operates similarly for children of different ethnic groups.

KANSAS STATE DEPARTMENT OF EDUCATION

"Evaluation of Cross-categorical Programs for Students with Moderate and Severe Handicaps"

Project Directors: Sidney A. Cooley and Phyllis Kelly

Cost: Federal Share = $123,207

SEA Share = $ 87,206

Total = $210,413

Project Period: July 1, 1990 to June 30, 1992

Abstract:

The Kansas State Department of Education intends to assess the program effectiveness and impact of cross-categorical service delivery models for students with moderate and severe disabilities, and students with severe multiple disabilities who receive more than 60 percent of their education in special classes. Schools in Kansas operate both categorical and cross-categorical programs (called "interrelated service units" in this state). Currently, no studies exist that evaluate the effectiveness of cross-categorical programs for students with moderate and severe disabilities. One study, funded in FY 1988, is currently evaluating cross-categorical programs for students with mild disabilities only. This study proposes to examine both categorical and cross-categorical programs in order to assess the effectiveness of the programs, student satisfaction, teacher satisfaction, and teacher preparation needs.

The study has two major goals: one concerns evaluating the effectiveness of the two approaches, the other concerns comparing teacher preparation needs for each approach.

The first goal is to determine the effectiveness of cross-categorical programs (compared with categorical programs) for students with moderate and severe disabilities. Effectiveness will be assessed across a number of domains, including adaptive behavior, classroom behavior, self-image, social skills, and peer acceptance. In addition, differential program effectiveness will be assessed by comparing: (1) age-appropriateness and functionality of IEP goals and potential for generalization to another setting of IEP goals and objectives; (2) time spent per week in program; (3) perceptions of teachers regarding program effectiveness in meeting the needs of their students; (4) preferences of students, parents, and teachers regarding program participation in a cross-categorical program in their neighborhood versus a categorical program that would require busing; and (5) overall teacher and parent satisfaction with current services.

The second goal is to determine the personnel preparation needs for those who may teach in cross-categorical programs (compared with categorical programs). The study will assess these needs by comparing teacher perceptions regarding: (1) their own professional preparation;

(2) additional training needs; and (3) training delivery approaches. For cross-categorical teachers only, the value of consultation provided by a categorical specialist will also be examined. The study will make recommendations for regulatory changes regarding cross-categorical and categorical delivery models and generate appropriate changes in personnel preparation practices (including inservice and technical assistance).

The Kansas project will utilize a variety of research and evaluation methodologies. For example, the study will use both formative (e.g., assessment of teacher preparation needs) and summative (e.g., assessment of effectiveness of cross-categorical programs) approaches to evaluation. The research methodology is best characterized as quasi-experimental, since naturally formed/intact groups (LEAs, students already placed in specific programs) are the major units of analyses.

Data will be collected from 24 of the 71 special education agencies throughout the State. Eight serve students with moderate and severe handicaps (primarily through cross-categorical programs), eight through categorical programs only, and eight use both models.

The study team will collect data from 108 special education teachers and 450 students within these special education agencies. Data will be collected from student records, teacher interviews, and surveys of the parents of the students, using forms and questionnaires to be developed by the project. The LEAs will be chosen in such as manner as to include an approximately equal number of categorical and cross-categorical teachers and students. The study team will survey teachers in cross-categorical programs, and teachers in categorical programs who serve students identified as having educable mental retardation, trainable mental retardation, or severe mental retardation.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

"Statewide Evaluation of Academic Outcomes of Educational Programs for Students Receiving Special Education Services: Establishing a Longitudinal Data Base"

Project Director: James P. Wade

Cost: Federal Share = $187,781

SEA Share = $138,084

Total = $325,865

Project Period: December 1, 1990 to December 1, 1992

Abstract:

The Connecticut State Department of Education (CSDE) will conduct a study to validate the use of the Connecticut Mastery Test (CMT) in measuring the academic progress of special education students. For the past three years CSDE has been developing strategies for large scale outcome evaluation of special education programs. Evaluation strategies and technologies have been available for application on a small scale for some time (Cook and Campbell, 1979). The challenge of applying these techniques on a large scale has slowed efforts to address outcome evaluations of special education services on the same level as is currently done in many states, including Connecticut, with statewide competency or mastery testing programs. The CSDE is firmly committed to developing the capability to do large scale outcome evaluation of special education services.

In a prior study (Cooperative Agreement #H159A80010-88 entitled "Plan for Statewide Evaluation of Academic Outcomes of Educational Programs for Students Receiving Special Education Services") CSDE developed a framework for evaluating the academic progress of special education students. The scope of work accomplished in this prior study established the viability of using the CMT for measuring academic performance of special education students who participate in testing. Efforts to establish this revolve around two points. The first of these was comparatively straightforward. It required the CSDE to extend convincingly the general accountability model of large scale statewide testing programs like the CMT specifically for sub-population analyses. Once this was done, the logic of the CMT as an academic outcome indicator for all students could be extended to any sub-group like special education students who take the test.

The second effort requires the CSDE *to validate* the CMT as a reliable academic indicator for any specific sub-group application. This is necessary for two reasons. First, special education test takers may, as a population, perform at points on the test score distribution (lower bound estimates) for which the CMT may be less sensitive from a psychometric perspective. It is

necessary to establish the limits of reliability of the CMT, hence its sensitivity for low performance test profiles. Secondly, the CMT was constructed with reference to theoretical positions about the performance capabilities of test takers. It is necessary for the CSDE to establish that the performance characteristics of the CMT for special education test takers are equivalent with non-special education test takers of equal ability.

Once these two tasks, extending the logic of large scale accountability assessment to special education populations and evaluating the psychometric properties of the CMT for sub-population application, have been accomplished, the CSDE can move forward with confidence in establishing the evaluation template for assessing the progress of special education students through school. As noted above, the CSDE has accomplished a considerable amount of the work described above. The purpose of this project is to continue CSDE's efforts to develop the CMT as an outcome indicator for special education students, in essentially the same manner it is used as an outcome indicator for students without disabilities.

The primary focus of this project will be to establish the usefulness of the CMT as an outcome indicator for special education test takers. Consequently, a substantial amount of the methodology incorporates statistical techniques for validating the CMT for the specific purpose of large scale outcome evaluation. By extension, the validation of the longitudinal decision models for measuring academic progress and rate of learning for special education students also relies heavily upon statistical methodology. These decision strategies, though, must also meet the requirements of logic and ecological validity posed by special education practitioners, program developers and administrators. This is fundamentally a political process in which the CSDE agenda for establishing accountability designs for special education services is synchronized with the concerns and needs of local district personnel.

The CMT is given to students in grades 4, 6 and 8; the content of this test covers material students are expected to master at the end of grades 3, 5 and 7. All public school students in Connecticut in grades 4, 6 and 8 are expected to participate in the CMT; this includes students receiving special education services. A special education student may be exempted from participating in the CMT if that student's Planning and Placement Team (PPT) determines that the student should not participate. Consequently, the population for this study includes all students receiving special education services in grades 4, 6 and 8 who participate in the CMT. All special education students who participate in testing will be subjects of the study. The long range goal of the project is to create a permanent longitudinal database for special education test takers; subsetting that database by sampling test takers would complicate and potentially undermine efforts to track cohorts of students through grades 4, 6 and 8.

The analyses designed for this project cover an array of statistical procedures. These include standard descriptive and inferential statistics associated with classical test theory (e.g. item analysis procedures, factor analysis) as well as techniques associated with Item Response Theory (IRT). Analytic strategies also include the use of vertical equating procedures and a Longitudinal Decision Analysis (LDA) to assess academic progress and rate of learning for special education students.

The results of this project will include: (a) a thorough, in-depth analysis of the psychometric properties of the CMT for special education test takers; (b) the validation of two analytic models for assessing academic growth in the context of a longitudinal research design; and (c) the products associated with the standard setting procedures for assessing the rate of academic progress for special education students.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

"Measuring Student Attitudes and Attributes in Special Education Program Evaluation: A Feasibility Study"

Project Director: Douglas Rindone

Cost: Federal Share = $60,000

SEA Share = $65,000

Total = $125,000

Project Period: October 1, 1990 - September 30, 1991

Abstract:

This study is designed to determine the feasibility of measuring student attitudes and attributes as part of a comprehensive State-level special education program evaluation system. More specifically, the project intends to focus on the measurement of variables related to self-concept, self-reliance, motivation, persistence, and interpersonal relations of students with disabilities. While numerous student-level instruments which assess attributes and attitudes are available, it has not been demonstrated whether the measurement of these variables can be conducted on a statewide basis in a cost-effective, practical manner.

The major goals of the project include the: (1) identification and definition of attribute and attitude constructs hypothetically related to outcomes of special education programs; (2) development of a conceptual model specifying the role of these constructs in special education programs and their relationship to academic outcomes; (3) identification of desired attribute and attitude outcomes; and (4) development of recommendations concerning appropriate evaluation questions, measurement strategies, and data collection procedures relevant to these constructs.

Other specific activities and products of the project include recommendations for modifying currently used measures to incorporate themes of social acceptance and academic competence, and expansion of the attribute construct to include quality of life issues.

Appropriate stakeholders at the State and local levels will provide input at all project stages. These stakeholders include policy makers, administrators, teachers, and parents. While numerous student-level instruments which assess attributes and attitudes are available, it has not been demonstrated whether the measurement of these variables can be conducted on a state-wide basis in a cost-effective, practical manner.

MINNESOTA DEPARTMENT OF EDUCATION

"Linking Costs to Multi-attribute Outcomes in Special Education: Programs for Learners with Severe Handicaps"

Project Director: Robert H. Fischer

Cost: Federal Share = $100,000

SEA Share = $ 32,277

Other = $ 43,423

Total = $166,700

Project Period: October 1, 1990 to September 30, 1992

Abstract:

The Minnesota Department of Education is undertaking a study to establish a methodology for documenting and accurately reporting special education expenditures for students with low incidence disabilities at the local level in relationship to accurate resource usage (or components). There is a need to evaluate the cost effectiveness of special education programs after a decade of significant change in special education services.

In a short period of time, special education has not only experienced changes in the proportions of categories of individuals served, but has additionally been influenced by parental and professional pressures to serve these students in the least restrictive environment, emphasizing integrated educational opportunities. This has resulted in major shifts in service delivery practices, typified by (a) efforts to downscale or eliminate large segregated school facilities, (b) efforts to decentralize intermediate and multi-district center-based programs to serve students in neighborhood schools, (c) substantial reduction in institutional placements of children in favor of educational and community support, and (d) aggressive efforts to maximize the use of regular education classrooms for student placement.

In the absence of reliable cost data on special education services, efforts to associate costs with measures of program effectiveness have been problematic. Multiattribute evaluation techniques and cost utility analyses are promising methodologies for addressing this need. In this process, multiattribute outcome evaluation procedures are first used to identify, in broadest possible terms, the multiple outcomes intended by special education interventions, programs or particular services. Multiattribute outcomes are defined by persons knowledgeable in the intended outcomes of special education services (e.g., teachers, school administrators, parents). Then these outcomes are assigned importance values or utility indices, resulting in a prioritized set of outcomes. These utility scores can be combined with costs for each alternative under consideration to derive a cost-utility ratio. The underlying assumption is that efficient decision-

making requires accurate cost information as well as information on the results, utility and value of the multiple outcomes.

The Unique Learner Needs Section of the Minnesota Department of Education, in cooperation with the University of Minnesota's Institute on Community Integration, will implement this process in a comprehensive study of select special education services which includes: (a) the design of procedures and a methodology for analyzing and accurately reporting cross-program and inter-district costs for serving students with low incidence disabilities; (b) development of a multi-attribute measurement and evaluation process that gathers quantitative and qualitative criteria and attributes associated with the goals and outcomes of special education; (c) a comprehensive analysis of the relationship between the measured attributes and utility of special education services and their related costs across programs and districts; and (d) dissemination of information to relevant state and national audiences.

The products will include: a comprehensive report outlining the specific procedures and methods used in the cost-analysis and cost-utility analysis of special education programs; a technical report describing the analysis and outcomes from the research program; articles for relevant journals; and presentations of the results of the study at national and State conferences.

NORTH CAROLINA DEPARTMENT OF HUMAN RESOURCES

"The ABILITIES Project: Developing Descriptors for Characterizing Infants and Preschoolers with Handicaps"

Project Director: Patricia Porter

Cost: Federal Share = $181,162

SEA Share = $ 76,041

Total = $257,203

Project Period: October 1, 1990 to June 30, 1992

Abstract:

The North Carolina Department of Human Resources will conduct a series of studies testing the utility of the ABILITIES Index, a profile designed to describe the functional abilities and limitations of children in nine areas: (A) audition; (B) behavior; (I) intelligence; (L) limbs-hands, arms, and legs; (I) intentional communication; (T) tonicity; (I) integrity of physical status; (E) eyes; and (S) structural status. This functional approach is designed to characterize children along common dimensions of abilities and disabilities, independent of etiological basis and/or manifestations of disabilities.

The definition and classification of young children with disabilities is a persistent problem in early intervention programs. Although systems for classifying children according to specific criteria have been developed, the heterogeneous nature of most disabilities means that considerable variability exists both within and between categories. There is a pressing need for research to develop and evaluate the usefulness of alternative means of characterizing infants and preschoolers with disabilities.

Four types of studies are proposed. *Reliability studies* will assess intra-rater reliability (both short- and long-term), inter-rater reliability (among teachers), the relationship between teacher and parent ratings, and the relationship between teacher and expert rating. *Criterion studies* will examine the relationship between profile ratings and child variables (developmental status and developmental change), programmatic variables (success in a mainstreamed placement), traditional categorical descriptors (e.g., mental retardation, developmental delay), and specific etiologies (e.g., Fetal Alcohol Syndrome). *Consumer validation* studies will document the perceived usefulness of the profile by parents, practicing professionals, and agency personnel. *Descriptive studies* will evaluate the utility of the ABILITIES Index to describe children currently served under North Carolina's early intervention and preschool grants programs.

These studies will provide important information about the utility of an alternate system for characterizing infants and preschoolers with disabilities. Such a system will be useful for a variety of purposes, including placement, intervention planning, accountability, and clarification of the relationship between child characteristics and intervention effectiveness.

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